

**THE TEACHING OF READING IN ESP CLASSROOM
AT LANGUAGE CENTER UNIVERSITY OF MUHAMMADIYAH
MALANG**

THESIS

In Partial Fulfillment of the Requirements for
Master's Degree of English Language Education



by:
MAHFUD
201410560211010

**DIRECTORATE OF POST GRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG
July 2019**

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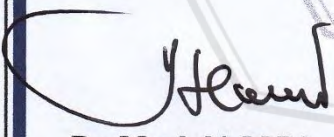
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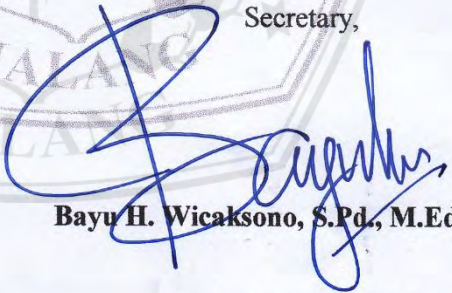
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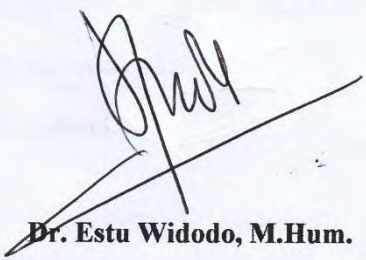

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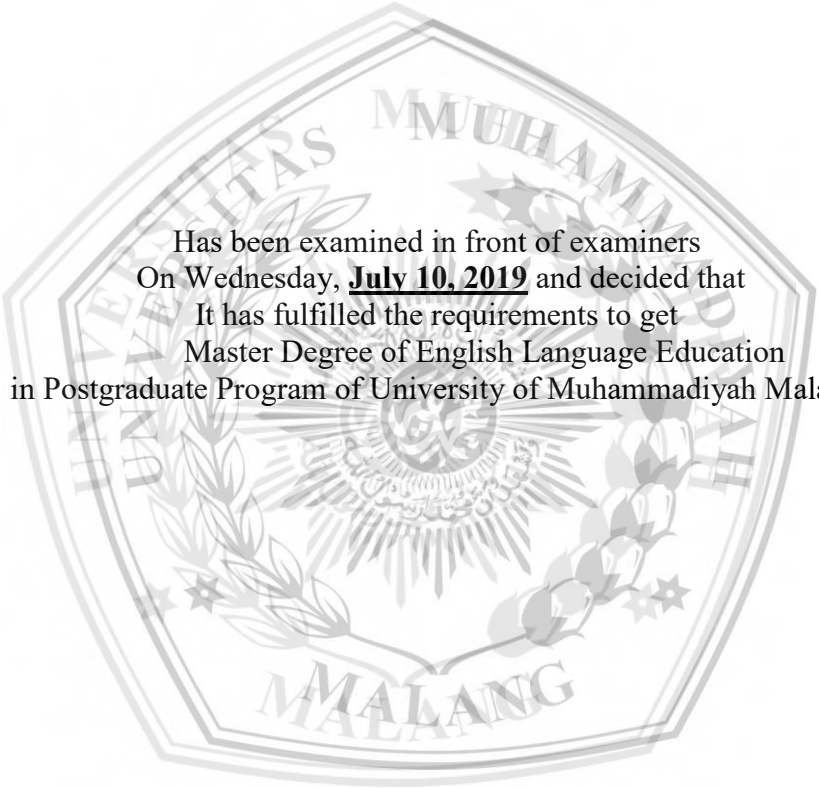

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MOTTO AND DEDICATION

“With hardship comes ease.”

(QS. Al-Insyirah: 6)

“Barang siapa yang ingin mensejahterakan dunia hendaklah dengan ilmu, barang siapa yang menginginkan ketentraman di akhirat hendaknya dengan ilmu, dan barang siapa yang menginginkan dunia hendaknya dengan ilmu pula.”

(Al-Hadist)



DEDICATION:

*I dedicated this thesis to:
My beloved father, mother, beloved little family, sister, and brothers.*

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Alhamdulillah, all praise be to Allah, the Merciful and Charitable. Thanks to His Guidance, blessing, and affection, the writer can finally finish this thesis.

The writer realizes that this thesis would never been accomplished without the guidance, motivation, and kindness from many people. In completion of this thesis, the writer would like to express his deepest gratitude to the following people:

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Malang, July 10, 2019

The Writer,

Mahfud

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CERTIFICATE OF ANTI PLAGIARISM

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PENGAJARAN MEMBACA DALAM KELAS *ESP* DI LEMBAGA BAHASA UNIVERSITAS MUHAMMADIYAH MALANG

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ABSTRAK

Penelitian ini dilakukan untuk mencari tahu jenis-jenis teknik dalam pengajaran membaca dalam kelas *ESP* yang nantinya dapat digunakan sebagai referensi dalam pengajaran Bahasa Inggris khususnya dalam kelas membaca.

Penelitian ini menggunakan penelitian deskriptif kualitatif untuk mendiskripsikan macam-macam teknik pengajaran yang ditemukan. Instrumen penelitian yang digunakan adalah observasi, wawancara dan analisa dokumen. Instrumen ini digunakan untuk meneliti macam-macam teknik pengajaran membaca yang digunakan oleh tiga pengajar *ESP* terpilih di Lembaga Bahasa Universitas Muhammadiyah Malang.

Penelitian ini telah berhasil menemukan 2 teknik utama dalam pengajaran di kelas membaca. Yakni teknik pengajaran bahasa dan teknik pengajaran membaca. Teknik pengajaran bahasa yang ditemukan sangat beragam seperti *brainstorming*, *pemanasan (lagu dan video)*, *game*, dan *rewarding*. Selain itu, teknik pengajaran membaca yang mana utamanya digunakan dalam *whilst-teaching* adalah seperti *jigsaw reading*, *SQ3R*, dan *QAR*. Teknik tersebut diimplementasikan oleh pengajar *ESP* dan diharapkan dapat membantu mengatasi perasaan bosan mahasiswa dalam kelas membaca. Teknik ini juga diharapkan mampu menarik motivasi mahasiswa dalam belajar membaca.

Kata Kunci: Teknik Pengajaran, Membaca, *ESP*

THE TEACHING OF READING IN ESP CLASSROOM AT LANGUAGE CENTER UNIVERSITY OF MUHAMMADIYAH MALANG

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ABSTRACT

This study was conducted to find out the various types of techniques in teaching reading for ESP classroom that later could fruitfully be used as a reference in ELT especially in reading classroom.

The descriptive qualitative research was used to describe the types of teaching techniques found in the study. The observation, interview, and document analysis were involved as the instruments to investigate the types of the techniques for teaching reading meant in the study which were utilized by the three nominated ESP teachers at Language Center (LC) University of Muhammadiyah Malang (UMM).

This study has successfully revealed that there were two main teaching techniques in reading classroom: the language teaching techniques as the general teaching techniques in the classroom and the techniques for teaching reading. The types of language teaching techniques found in the study were so various such as brainstorming, warm-up (song and video), game, and rewarding. Besides, the techniques for teaching reading mainly implemented in whilst-teaching were found such as jigsaw reading, SQ3R, and QAR. Those techniques were implemented by the teachers and expectedly helpful to solve the boredom of the students in the classroom and could attractively motivate the students to learn reading.

Key Words: *Teaching Technique, Reading, ESP*

INTRODUCTION

Reading belongs to one of ESP skills taught in university level. It becomes one of crucial skills for ESP students since it helps them knowing what they do not know before. In addition, the role of English as an international language has encouraged the students to be able to read English texts. They read for several purposes such as for developing their careers, for absorbing more knowledge for their study, or for having fun with their favorite reading (Harmer, 2007: p.99; Linse & Nunan, 2005: p.71; & Richards & Renadya, 2002: p.273).

ESP students, however, realize that reading is so difficult. Parallel to this, Sadoski (2004: p.48) cites that few students are rare to succeed immediately and totally in reading texts. Even, Harmer (2001: p.208) asserts that the students feel

pessimistic to understand the text in the book because it is too difficult for them. For that reason, having reading classes would be stressful for them.

Recent studies have revealed some reading problems in ESP classroom. For instance, Rahimi and Talepaskan (2012: p.984) on their study “Exploring EFL students Reading Comprehension Problems in Reading ESP Texts” found that the students’ main problem was about the language form. The students were failed to connect the ideas especially in syntactic complexity of the passages. Andriani (2014: p.35) studying on problems in ESP teaching found that ESP students felt dissatisfied with the translation technique delivered by their teacher. They thought that this technique caused them learn nothing about anything practical out of the textbook. Besides, in most of ESP classes, they were required to memorize terminology which made them feel bored and disappointed due to not teaching them about the context. Similarly, Rahman (2007) studied on “An Evaluation of the Teaching of Reading Skills of English in Bangladesh” and revealed that the teachers’ activities in the classroom were disappointing due to the use of monotonous traditional teacher-centered technique; that is lecturing and translating the reading passages word by word from English to Bangla.

Applying a single technique and believing that it is able to cover all learning objectives is definitely impossible. It totally contradicts with what Kuhn (2007 as cited in Westwood, 2008: p.17) says that a single teaching technique cannot cover all types of learning. In other words, different techniques are required to seize different types of learning objectives. Besides, the above studies indicate that either the students or the teacher encounter problems. The students’ problems relate to reading problems, while the teacher’s problems relate to the technique in teaching reading.

Recognizing the above problems, teaching reading especially in ESP classes is not that easy, and it is definitely true when Javid (2015: p.17) says, “ESP teachers bear extra burden of the content of the students as well.” It is because in most of the cases, ESP students have more knowledge about the content than ESP teachers. Besides, implementing a single teaching technique and believing that it can help the students to comprehend texts just makes the class getting worse. Indeed, the boredom of the students cannot be avoided, and of course the learning

goals would be failed to achieve. Upgrading various teaching techniques, therefore, is strongly required since it is not only students who need to learn but also teachers.

Upgrading the teaching techniques is believed as something a must for a teacher. Knowing various teaching techniques helps teachers to teach effectively (Westwood, 2008). As an effort to upgrade teaching techniques in reading classroom, Sarjan and Mardiana (2017) have investigated the techniques utilized by the 2nd grade junior high school teachers of Wonomulyo in teaching reading comprehension. This study luckily found two types of techniques for teaching reading: *scaffolding* and *QAR*, while other junior high school English teachers in Ahsan's study (2015) utilized *reading aloud* and *KWLH*.

From the above explanation, it could be pinpointed that each teacher used two types of techniques in teaching reading. It is not enough to cover all learning objectives in reading classroom as it has been said by Kuhn before. Besides, some research conducted by Andriani (2014), Rahimi and Talepasan (2012), and Rahman (2007) as mentioned above were conducted on investigating the problems during reading instruction from the view point of students. It was few of which were directed to be projecting the conduct of reading in ESP classroom from the viewpoint of teachers. This current study was aimed for the latter guest in upgrading the teaching techniques in reading for ESP classroom.

Realizing the importance of upgrading teaching techniques, the writer would like to conduct his research in reading for ESP classroom at Language Center (LC) University of Muhammadiyah Malang (UMM). LC is an English training center that hires new ESP teachers in every semester to teach ESP for all disciplines in UMM. The hired teachers are those who have graduated from master degree and bachelor degree. This study, therefore, was intended to find out the techniques utilized by the teachers for teaching reading in ESP classroom.

Some Terms To Define: Approach, Method, Technique, and Strategy

Before discussing more about teaching technique, it is definitely necessary to define approach, method, technique, and strategy to avoid the misunderstanding about the concept of the technique mean in this study. A few experts provide various definitions about approach, method, and technique. Antony, for instance,

(1963, as cited in Richards & Rodgers, 2001: p.19; Harmer, 2001: p.78; & Brown, 2001: p.14) defined approach as a group of assumption related to the nature of language teaching and learning. Method is as a whole plan in presenting the sequence language material that is based on a certain approach. Technique is the implementation of the plan in classroom.

Norland and Pruett-Said (2006: p.x) in a simple way define approach as a whole theory of learning language that guides teachers in their language teaching. A method is defined as a series of procedures or activities used by teachers in language teaching. A technique is one activity or one procedure implemented by teachers in their teaching practices.

Similarly, Brown (2001: p.16) defines approach as theories or beliefs about the nature of language, the nature of learning, and the implementation of both toward pedagogical setting. Method is defined as a generalized set of classroom specifications to seize linguistic objectives. Methods are related to the role of teacher and students, the features as linguistic and subject-matter objectives, sequencing, and materials. Technique is defined as all types of exercises, activities, or tasks used in the language classroom to obtain lesson objectives. For strategy, Brown (2001: pp.113 & 123) cites:

Strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized “battle plans” that might vary from moment to moment, or day to day, or year to year. Strategies vary intraindividually; each of us has a number of possible ways to solve a particular problem, and we choose one—or several in sequence—for a given problem.

He further explains that strategies are the moment-by-moment techniques implemented to overcome problems in language learning.

From the above definitions, it can be said that an approach refers to the language teaching and learning theory. A method simply refers to a set of procedures or ways used by teachers in language teaching. A technique refers to activities, exercises, or tasks in language classroom. A strategy refers to specific methods, ways, planned designs to achieve learning goals.

The Types of Language Teaching Technique

A few definitions of technique have been proposed by experts. For instance, Norland and Pruett-Said (2006: p.x) cite that technique is one activity or procedure used within a plan for teaching. Affandi et al. (2013: p.16) define technique as a way or procedure to achieve the learning goal. Antony (1963 as cited in Richards & Rodgers, 2001: p.19) defines technique as a certain trick or a way to seize an immediate objective. Brown, furthermore, (2001: p.16) provides broader definition about technique and defines technique as “any of a wide variety or exercises, activities, or tasks used in the language classroom for realizing lesson objectives.” He adds that this definition is superordinate term that includes all strategies, tasks, and activities. In other words, it can be defined that language teaching techniques are all ways, exercises, tasks, activities, and strategies used to achieve the learning goals in the class.

To understand more about the language teaching technique, Brown (2001: p.133) provides the taxonomy of language teaching techniques which capsulizes the teaching techniques into three broad categories: controlled, semi controlled, and free techniques.

Controlled Techniques

These techniques consist of nineteen. Each type is elaborated more as follows.

1. *Warm-up* includes *mimes*, *dance*, *songs*, *jokes*, and *play* used in order to make students motivated, relaxed, stimulated, attentive, or ready for the lesson.
2. *Setting* concerns on a lesson topic. A teacher should direct his attention to the topic through verbal and nonverbal activities/ stimulations that relate to the lesson. The teacher may ask questions, mime picture presentation, or expose the recording of situations and people.
3. *Organizational* is to structure the lesson or class activities. It involves an action to make Ss discipline, seats and furniture arrangement, class interaction and performance procedures, structure and purpose of lesson, etc.
4. *Content explanation* covers grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspects of language.

5. *Role-play demonstration* means the selected students or teacher illustrate the procedure(s) to be applied in the lesson segment to follow.
6. *Dialogue/Narrative presentation* means reading passage or listening passage presented for passive reception.
7. *Dialogue/Narrative recitation* means an activity to recite a previously known or prepared text, either in group or individual.
8. *Reading aloud* means to read directly from a given text.
9. *Checking* means the teacher circulates or guides the correction of students' work and provides direct feedback as an activity in a meeting.
10. *Question-answer, display* means an activity involving prompting of student responses by means of display questions.
11. *Drill* means a typical language activity that involves fixed patterns of teacher prompting and student responding.
12. *Translation* is an activity to translate a given text.
13. *Dictation* is an activity that require student to write down orally presented text.
14. *Copying* means student writing down the text presented visually.
15. *Identification* means student picking out and producing/labeling or otherwise identifying a specific target form, function, definition, or other lesson-related item.
16. *Recognition* means students identify forms, as in identification (i.e., checking off items, drawing symbols, rearranging pictures), but without involving a verbal response.
17. *Review* means the teacher reviews the previous week/month/or other period as a formal summary and type of test of student recall performance.
18. *Testing* is formal testing procedures to evaluate students' progress.
19. *Meaningful drill* is a drilling activity involving responses with meaningful choices, as in reference to different information.

Semi Controlled Techniques

These techniques consist of nine types. Each type is elaborated more as follows.

1. *Brainstorming* is a special form of preparation for the lesson to lead students to a topic.
2. *Story telling* is a teaching technique which is especially done by students.
3. *Question-answer, referential* is an activity that involves prompting of responses by means of referential questions (i.e., the questioner does not know beforehand the response information).
4. *Cued narrative/ Dialogue* is student production of narrative or dialogue following cues from miming, cue cards, pictures or other stimuli related to narrative/dialogue.
5. *Information transfer* is an implementation from one mode (e.g., visual) to another mode (e.g., writing) which involves some transformation of the information.
6. *Information exchange* is a task involving two-way communication as information-gap exercises, when one or both groups (or a larger group) must share information to seize some goals.
7. *Wrap-up* is brief summary produced by students or teacher
8. *Narration/exposition* is a form of presentation of story or explanation taken from prior stimuli.
9. *Preparation* means that the students study, read a text silently, do pair planning and rehearsing, preparing for later activity.

Free Techniques

These techniques consist of ten types. Each type is elaborated more as follows.

1. *Role-play* is relatively free acting out of specified roles and functions.
2. *Games* meant here are various kinds of language game activity.
3. *Report* is a report of student-prepared exposition on books, experiences, project work, without immediate stimulus.
4. *Problem solving* is an activity that involves a specified problem and its limitations meant to resolve it.
5. *Drama* meant here is planned dramatic rendition of play, skit, story, etc.
6. *Simulation* is an activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences.

7. *Interview* is a technique in which a student is directed to get information from another student(s).
8. *Discussion* is debate or other form of group discussion of a certain topic, with or without specified sides/positions prearranged.
9. *Composition* as in *Report (verbal)* is written development of ideas, story, or other exposition.
10. *Propos* is conversation or other socially oriented interaction/speech by teacher, students, or even visitors, on general real-life topics.

From the above explanation, taxonomy of language teaching techniques can be wrapped up as in the following table.

Table 1 Taxonomy of Language Teaching Techniques

Types of Language Teaching Techniques		
Controlled	Semi Controlled	Free
1. Checking	20. Brain Storming	29. Composition
2. Content Explanation	21. Cued Narrative/	30. Discussion
3. Copying	Dialogue	31. Drama
4. Dialogue/ Narrative Presentation	22. Information	32. Games
5. Dialogue/ Narrative Recitation	Exchange	33. Interview
6. Dictation	23. Information	34. Problem Solving
7. Drill	Transfer	35. Propos
8. Identification	24. Narration/	36. Report
9. Meaningful Drill	Exposition	37. Role Play
10. Organizational	25. Preparation	38. Simulation
11. Question-Answer, Display	26. Question-Answer,	
12. Reading Aloud	Referential	
13. Recognition	27. Story Telling	
14. Review	28. Wrap-up	
15. Role Play Demonstration		
16. Setting		
17. Testing		
18. Translation		
19. Warm-up: a) mimes, b) dance, c) joke, d) song, & e) play, etc.		

(Adopted from Brown, 2001)

The review of related literatures in this regard is proposed to be the foundation in finding out the techniques of teaching reading during pre-, whilst- and post-teaching activities.

The Types of Techniques for Teaching Reading

This part would discuss more about the relevant references related to the techniques for teaching reading as the points of the departure to find out the teaching techniques utilized by the teachers during whilst-teaching activities.

According to National Behaviour Support Service (2019), techniques for teaching reading are *QAR*, *SQ3R*, *REAP*, *think aloud*, *scaffolding*, and *graphic organizers*. *QAR* (*Question Answer Relationship*) is a technique utilized to help students solve problems beyond their capacity. *SQ3R* (*Survey Question Read Recite Review*) is a systematic reading technique to help students organize the reading process into a manageable unit. *REAP* (*Read Encode Annotate Ponder*) is a technique to encourage students to share the ideas obtained from text. *Think aloud* is a technique is to help students recall more significant information from the given text. *Scaffolding* is a technique utilized to help students solve problems beyond their capacity. *Graphic Organizers* is a technique that guides students' thinking to be visualized in a map or diagram.

In addition, Zisu (2018) cites that other techniques that teachers may use in teaching reading is *jigsaw reading* and *reciprocal teaching*. *Jigsaw reading* is a cooperative teaching technique that enables students to create information interdependence. While *reciprocal teaching* is a technique that enables students to learn in pair.

Macro Skills and Micro Skills of Reading

In general, reading has two major skills: macro skills and micro skills. These skills are shown in the table below.

Table 2 Macro Skills and Micro Skills of Reading

Macro Skills	Micro Skills
1. Recognizing the rhetorical forms of written discourse and their significance for interpretation.	1. Distinguishing among the distinctive graphemes and orthographic patterns of English.
2. Recognizing the communicative functions of written texts based on form and purpose.	2. Retain chunks of language of different lengths in short-term memory.
3. Inferring implicit context by utilizing background knowledge.	3. Process writing at an efficient rate of speed to suit the purpose.
4. Based on the ideas, events, etc., inferring the links and connections between events, causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.	4. Recognize a core of words, and interpret word order patterns and their significance.
5. Differentiating between literal and implied meanings.	5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
6. Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata.	6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Developing and using a battery of reading strategies, such as scanning and skimming,	7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts

(Adopted from Brown, 2001: pp.187 & 188)

The Principles of Teaching Reading

Several principles of teaching reading have been proposed by Harmer (2007: pp.101 & 102) as follows:

1st Principle: Motivate students to read more and more.

It is necessary for the teacher to encourage the students to read extensively or intensively. It will make them comprehend more about the texts.

2nd Principle: Involve students with their reading.

It is important for the teacher to ascertain that the students are engaged joyfully with the topic being read.

3rd Principle: Ask students to understand the text content and express their feelings about it), rather than just focus on its construction.

It is necessary for the teacher to encourage the students not only to find out the language form, the meaning, and the message of the text but also to express their feeling about a topic.

4th Principle: Making prediction as a main factor in reading

The teacher should teach the students about making prediction. For instance, in intensive reading, they are asked to look at the cover of a book.

5th Principle: Provide the tasks that match with the topic of intensive reading texts.

The teacher should design good reading tasks mainly in intensive reading. The tasks should be challenging and imaginative for the students so that they do not feel bored.

6th Principle: Encourage students to have meaningful activities about texts.

Asking learners just to read the texts is not a good idea. Good teachers should guide the students to have interesting activities about the texts. Some meaningful activities that may be offered are by asking them to discuss the topic and the tasks, guiding them to relate the texts to the contextual learning, and providing worthwhile feedback after the students having extensive reading.

METHOD

In term of research method in this conduct, descriptive qualitative research was employed to describe the types of teaching techniques utilized by the three nominated teachers in teaching reading for ESP classroom. Besides, these three nominated ESP teachers were considered as the research subjects, for they provided the source of the data. It was in line with what Cummins (2018) said that subjects mean individuals involved in a research by the researcher to collect the data from them.

They were chosen as the participants due to their great achievement as the nominated teachers in teaching reading for ESP classroom based on the monitoring and evaluation done by LC. In the monitoring and evaluation, the questionnaire and interview were implemented by LC to evaluate all ESP teachers. The questionnaire sheets were distributed to the students as the stick holders, and the interviews were conducted directly by the director of LC to ask the teachers' performance in the class including the way they taught the students. As a result, the three nominated teachers had successfully fulfilled the aspects of the evaluation such as teaching techniques, the use of teaching media and teaching sources, and learning assessment and evaluation (The detail aspects of evaluation could be seen in appendix 1).

Besides, these nominated teachers have taken their Master degree in English of education. It means that with the higher level of education they have been equipped with more knowledge about teaching English. Hence, with those criteria, being nominated ESP teachers and holding master degree, these participants are generally the models for other ESP lecturers (who are mostly Bachelor graduate) to share good conduct of classroom practices, to be particular for best practices in teaching reading. It is due to the consideration that they would be able to use various types of language teaching techniques in teaching reading of ESP classroom.

In collecting the data, document analysis, observation checklist, and interview guide were implemented. Here, the document was in form of course outline which was generated by the three nominated ESP teachers before teaching

reading. The course outline consisted of activities or techniques in teaching reading which mean the data could be found there.

Since this conduct was to find out the types of teaching techniques in reading classroom, the observation checklist was involved to check whether a certain technique was used or not. When the teachers utilized the teaching techniques as listed in the checklist, they were ticked. Besides, to make sure the objectivity of his research, the researcher decided to sit down in the back line of the class and asked for the teachers' help to teach as the common ways they did and to tell the students that the researcher was the trainee teacher who were learning the way to teach. As a result, the learning and teaching processes ran as usual.

Furthermore, to verify the data obtained from observation or to provide some information which were unable to be collected through observation, partially structured interview was used. Partially structured interview is an interview type with formulated questions which are still able to modify by the interviewer if necessary (Ary, et al., 2010: p.438). The questions of the partially structured interview were listed below:

1. Could you please describe the characteristics of your students?
2. What problems do your students face in learning reading?
3. What techniques or activities do you commonly use in pre-teaching of reading classroom?
4. What techniques or activities do you commonly use in whilst-teaching of reading classroom?
5. What techniques or activities do you commonly used in post-teaching?
6. What is the most effective technique in your reading class?
7. Could you please mention some teaching media that you may use during teaching?

By implementing the three instruments above, the data have been collected through several steps below:

1. Asking permission

The researcher asked permission to each participant to investigate the ways they taught, to have their teaching schedule, and to copy the lesson plan. As a

result, the permission for investigation and writing their schedule was gained. The lesson plan, however, was failed to copy, for the participants did not generate the lesson plan in teaching reading for ESP classroom. The course outline was copied instead of lesson plan.

2. Confirming

Every time the researcher wanted to enter the classes based on the schedule, the confirmation via *What Apps* was done to each participant a day before observation conducted.

3. Observing the class for each participant

The observation has been done since the 4th week of February, 2018 to the 4th week of March, 2018 as shown in Table 3 below.

Table 3 The Teaching Schedule of Each Participant

T1	T2	T3
Room 423 Building 1 (Campus 3 UMM)	Lab. of MT Building 3 (Campus 3 UMM)	Room 4.10 GK (Campus 2 UMM)
1. Meeting 2: 27-2-2018 (18.15 – 19.55)	1. Meeting 2: 2-3-2018 (13.00 – 14.40)	1. Meeting 2: 27-2-2018 (8.40 – 10.20)
2. Meeting 3: 6-3-2018 (18.15 – 19.55)	2. Meeting 3: 5-3-2018 (13.00 – 14.40)	2. Meeting 3: 6-3-2018 (8.40 – 10.20)
3. Meeting 4: 13-3-2018 (18.15 – 19.55)	3. Meeting 4: 12-3-2018 (13.00 – 14.40)	3. Meeting 4: 13-3-2018 (8.40 – 10.20)
4. Meeting 6: 27-3-2018 (18.15 – 19.55)	4. Meeting 6: 26-3-2018 (13.00 – 14.40)	4. Meeting 5: 20-3-2018 (8.40 – 10.20)

In the observation, the researcher set the camera in the back line of the class to take videos during the teaching and learning processes. The checklist was ticked based on the types of techniques utilized by the teachers. In the checklists, the names of participants were already change to be T1, T2, and T3 as the ethics in the study.

4. Interviewing the participants

The interviews were done on March 27, 2018. Several listed questions were asked to each participants. The recorder was provided to record the voice during the interview which the result was typed into form of interview transcript.

5. Collecting the data resulted from the course outline (see Appendix 4), observation series (see Appendix 2), and interviews (see Appendix 3).

The obtained data were analyzed by following Miles, Huberman, and Saldana's theory (2014) that divide the procedure into three stages: *data*

condensation, data display, and verification and drawing conclusion as in shown in the following steps:

Data Condensation

1. Identifying the types of teaching techniques in pre-teaching, whilst-teaching, and post-teaching obtained from the collected data;
2. Simplifying the data by highlighting or underlining the types of teaching techniques found in the observation series, interview transcript, and course outline;

Data Display

3. Classifying the types of teaching techniques found in pre-teaching, whilst-teaching, and post-teaching into Table 4
4. Drawing temporary conclusions for the types of teaching techniques found in each participant;
5. Categorizing all teaching techniques into two main classifications (see Table 5 The Summary of Language Teaching Techniques & Table 6 The Summary of Techniques for Teaching Reading)
6. Describing the teaching techniques found in the tables; and

Verifying and Drawing Conclusion

7. Verifying the findings, and
8. Drawing conclusions about the types of teaching techniques found in the tables.

FINDINGS AND DISCUSSION

This part presents two main topics: research findings and discussion which are elaborated more as follows.

1. Findings

This section focuses on displaying the findings on the various techniques of teaching reading in ESP classroom utilized by the three nominated ESP teachers at LC UMM. The findings of the types of teaching techniques used by the three nominated ESP teachers were obtained through observation, interview, and document analysis. These findings were displayed on Table 4 below.

Table 4 The Teaching Techniques Utilized by The Three Participants

No.	Technique Types	Observation ^{*)}									Interview ^{*)}									Document		
		Pre			Whilst			Post			Pre			Whilst			Post			T1	T2	T3
		T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3			
A.	Lang. Teaching Techniques																					
1	Brainstorming	4x	4x	3x							√	√										
2	Checking							4x	4x	4x												
3	Content Explanation				4x	4x	4x							√								
4	Copying				4x	4x	4x															
5	Discussion				4x	4x	4x							√	√					√	√	√
6	Games	1x				2x	2x															√
7	Reading Aloud																					
8	Rewarding				4x	4x	4x									√						
9	Identification				4x	4x	4x															
10	Organizational	4x	4x	4x																		
11	Recognition				4x	4x	4x															
12	Review	3x	3x	2x																		
13	Setting	4x	4x	4x																		
14	Story Telling	1x				1x																
15	Translation					2x																
16	Testing		1x	1x																√	√	√
17	Warm-up	4x	4x	4x																		
18	Wrap-up							3x	3x	3x							√	√	√			
B	Techniques for Teaching Reading																					
1	Jigsaw Reading				1x									√		√						
2	Graphic Organizers: Mind Mapping & Puzzle				2x	2x										√						
3	QAR				4x	3x								√		√						
4	Scaffolding				4x	4x								√								
5	SQ3R				4x	1x								√								

Note: 4x is the maximum number based on the number of observation conducted

From Table 4, it was shown that the observation was done maximally 4 times for each participant with 12 times meetings in total. It was continued by analyzing course outline and the results showed that the data were already saturated. It was proven with the results of interview showing that the three nominated ESP teachers did not use other techniques as listed on Table 4. Besides, the tables showed that there were two main types of teaching techniques utilized by the teachers: language teaching techniques and techniques for teaching reading as elaborated more below.

Language Teaching Techniques

The language teaching techniques displayed on Table 4 showed that the teachers used various types of language teaching techniques. These language teaching techniques could be summarized into Table 5 below.

Table 5 The Summary of Language Teaching Techniques

Pre-Teaching	Whilst-Teaching	Post-Teaching
1. Brainstorming (11x)	1. Content Explanation (12x)	1. Checking (12x)
2. Game (1x)	2. Copying (12x)	2. Wrap-up (9x)
3. Organizational (12x)	3. Discussion (12x)	
4. Review (8x)	4. Game (4x)	
5. Setting (12x)	5. Identification (12x)	
6. Story Telling (1x)	6. Reading Aloud (2x)	
7. Testing (2x)	7. Recognition (12x)	
8. Warm-up (12x)	8. Rewarding (12x)	
	9. Story Telling (1x)	
	10. Translation (2x)	

Note: 12x is the maximum number based on the number of observation conducted

Referring to Table 4, language teaching techniques were variously implemented by the three nominated ESP teachers in each teaching stage: pre-, whilst-, and post-teaching. These techniques could completely be seen in observation series in appendix 2. The following techniques are provided as the samples of the techniques used by the three nominated teachers in each teaching stage.

Pre-teaching

In this stage, there were eight language teaching techniques utilized by the three nominated teachers as described more below:

1) *Brainstorming*

This technique was often used by the three nominated ESP teachers in their Reading classroom. The sample of its implementation could be found in T2's teaching practice below:

T2 said, "Guys, are you like a cat?" Ss replied, "Yes, we do. It is so cute." T asked, "Are you like an apple?" "Of course, mam." Ss replied. T asked, "How about this question, do you like eating rice?" "Yes, we do" Ss replied. T said, "The first and the second questions, you should answer 'no'. The word 'like' in the first and the second questions means 'seperti', while in the third question, its meaning is 'suka'. So, it is impossible that you are like a cat or an apple." Ss laughed. T asked, "So from this activity, can you guess what we will learn this meeting?" Some Ss replied, "about the meaning of words, mam" "Almost correct" T said. "Is that about vocabulary, mom?" Ss asked. T said, "Almost correct. Well, today we are going to learn about parts of speech in English." (See Appendix 2B, line 324-335).

Brainstorming was used in pre-teaching activity by the teacher to gather some information that lead students to the topic through activating their background knowledge rather than directly tell the topic. The above sample which was implemented by T2 showed that T2 tried to link the questions with the real life of students, while the point of the questions were to test the students' understanding about parts of speech and then to guide them to realize that they would learn parts of speech in the meeting.

If this activity was aimed to test the students, it could be said that they did not know yet that one word has more than one function in parts of speech. The word 'like' in the sample has two functions as verb and adjective.

2) *Game*

The use of game in the study was not only found in whilst-teaching, but it was also found in pre-teaching. The sample of the use of this technique as shown below:

T said, "Guys, those whose names I call please come forward and take the cards. Remember that you don't open the card before I ask you. (all Ss took the cards) ... Now you may open your card. What you need to do is you have to find your crew based on the similar words they have. Is that clear enough, Guys?" Ss responded, "Yes, Sir." (See Appendix 2A, line 109-114).

Game used by T1 in the sample showed that the teacher could earn several benefits from this game. The teacher could teach more effectively, for this activity could cover 2 things directly: forming groups to be used in whilst-teaching and

indirectly telling the students that they would learn synonym in the meeting. Besides, the teacher could motivate the students with the game and to make them actively participate on it.

3) *Organizational*

The teachers used this technique to make the students discipline and to manage the class in order to run smoothly. The example of this technique is:

“Guys, attention, please. Guys, in the back there. Hello. Keep silent and listen to me, please.” T said. “Yes, mom. I am so sorry.” Ss replied (See Appendix 2C, line 744-746).

This technique was used by T3 to stop the students who talked by themselves. If it was ignored the class would be crowded and the teaching and learning process could not run smoothly. Besides, it showed that the teacher wanted to explain or inform something. By using this technique, the teacher could control the class. It was shown with the students’ apology after the teacher used the technique.

4) *Review*

Reviewing the previous topics were done by the the three teachers as an example below.

“Before learning a new topic in this meeting, what did we learnt in the previous meetings?” T asked, Ss responded, “Synonym and pronoun references, Sir.” T said, “Great. Do you have any questions related to synonym and pronoun reference?” Ss replied, “No, Sir” (See Appendix 2A, line 201-205).

Review was used to ascertain that the students remembered what have been learnt before. Here, T1 used *review technique* to ask what was learnt in the previous meetings. Besides, this technique was used to check whether they still faced any confusion after a week the topic was learnt. It was expected that they autonomously learnt at home about the previous topic. From the sample above, it could be said that the students remember what have been learnt and have no problem with it.

5) *Rewarding*

The teachers stimulated students to learn either at home or in the classroom. The reward in form of additional score which at the end of the course was expectedly could increase their final score. The sample is shown below.

T asked, "Student B and C, mention your 3 last number to get the score ... Guys, if you want to have 5 points like what student B and student C get, write some important points from my explanation and read them at home." (See Appendix 2C, line 942-947).

From the sample, it could be pinpointed that the students who were active copying the points of the teacher's explanation had a great opportunity to get the reward by reviewing the previous material or topic. T3 gave the reward in this activity in order to make the students diligent to read the points of what they have learnt before. If it is paid attention that rewarding technique was always used by each teacher. It, therefore, signs that this technique could motivate the students to participate more actively in the class to get the reward for their better mark in their learning evaluation.

6) *Setting*

Implementing this technique in the classroom showed that the teacher had seriousness in teaching rather than just joking many times that caused the students get nothing to learn. The example of this technique is:

"Don't you know about the words: himself, hers, us, those or these when you were in Senior High school?" T asked. Ss responded, "Yes, we know them, Sir. But we did not learn more detail about those terms." (See Appendix 2A, line 140-143).

The above example shows that the teacher talked about pronoun as the concern of the lesson in the meeting. He did not do any activities that were out of the lesson.

7) *Story Telling*

The teachers did not only implement this technique in whilst-teaching but also in pre-teaching activity as shown in the following example:

"Do you know Mark Elliot Zuckerberg? He is Facebook founder. He is successful due to Facebook. He was born on 1984. It is still young to be a richest person through technology, right? He likes computer since he was 8 years old. On that age, his father bought him computer. He tried and made computer programs on that age. When studying at university, he was dropped out from his campus. It was due to his concern to develop Facebook to be successful as it is today. So, his reason to be dropped out was due to his career." (See Appendix 2A, line 288-295).

Here, the story chosen by T1 still related to the students' major. Telling a story about an inspiring person to the students means that the teacher did not only to

entertain the students but to motivate the students to be successful persons in the future. Besides, the story was used by T1 to give them information that linked to the next activity in whilst-teaching. .

8) *Testing*

T3 in this finding used this technique to measure the students' ability as shown in the teaching practice below:

T said "Before learning more about today's material, I want to know more about your reading ability. Here, you do not need to cheat each other to have high score since it would be useless. The result of this pre-test is not inputted in your reading assessment or evaluation. This test is merely to map your ability. So, please do it by yourself." (See Appendix 2B, line 774-778).

Here, the teacher conducted pre-test. The teacher considered that holding this test is necessary to know the levels of students in reading comprehension mainly in ESP program. Besides, in this test, the organizational technique was employed too to have the students in the right track during the test.

9) *Warm-up*

The teachers implemented this warm-up technique since they believed that this technique could amuse their students rather than directly straight forward to the lesson without having any amusement. Or, this technique was employed to prepare the students to get ready for the lesson. The following is the sample of its implementation in the classroom:

"Guys, by the time waiting for your friends coming, let's refresh our mind by listening to this inspiring song: Heal the World by Michael Jackson." T said. "Yes, mom. We are so glad to listen to it." (See Appendix 2B, line 436-439).

The above example showed that this technique was used by the teacher to make the students feel more comfortable in reading classroom, and English lyric was provided in order that the students could read it.

Whilst-teaching

In this stage, there were ten techniques used by the teacher. Each technique is described more below.

1) *Content Explanation*

The teachers explained the materials to the students as shown in the following example.

"In Bahasa Indonesia, we know about some parts of speech such as 'kata benda, kata sifat, and kata kerja. In English, we have noun (n)= kata benda,

adjective (adj) = kata sifat, verb (v) = kata kerja, adverb (adv) = kata keterangan. Remember that one word may have more than one function and one meaning. What is the meaning 'date' in Bahasa Indonesia?" Ss responded. "Tanggal, Sir". T said, "Good. It means its function as noun and its another meaning is 'kurma'. It has another function as verb meaning 'berkencan'..." (See Appendix 2B, line 351-360).

The above example shows that the teacher explained the material to the students. It was done by the teacher to provide a basic understanding about the material before asking them to do some tasks related to the material. Besides, the teacher did not use fully English in explaining the material. She decided to mix English with Bahasa Indonesia to make the students easily understand her explanation.

2) Copying

The teachers required the students to write some points from the teachers' explanation as shown in the sample below:

"I will ask what you have written from my explanation later. So, everyone must write some important points from my explanation." T asked (See Appendix 2C, line 721-723).

This technique was used by the teacher to help the students remember what have been learnt. By writing the points or copying the materials, the students expectedly could learn at home.

3) Discussion

The teachers often asked the students to study in groups. Learning in group discussion helps them easier to understand the lesson or the text. The example of this technique is provided below:

"Guys, please discuss with your members to comprehend the text and to answer the provided questions ..." T said (See Appendix 2A, line 252-253).

This technique was used by the teacher to help the students understand the text faster and to be able to answer the question easier. Group discussion could be fruitful to learn together.

4) Game: Guessing Words:

As have been explained before, the finding showed that game was implemented either in pre-teaching or in whilst-teaching. In whilst, teaching the game was The example of game used in this part is shown below:

T said, "Guys, now we are going to have a game called 'guessing words' Here, you just need to remember the text that we have read and discussed the content. This game is still in group. We have 20 boxes here. What you need to do is that you just need to mention the number of the box to get the clues. Let's have box 10 as an example. The clue for box 10 is: a place to buy drug. The answer is ...?" Ss replied, "Drugstore" T responded, "That's right."... (See Appendix 2C, line 839-845).

The example above showed that game implemented by T3 was done in group. Here, it can be said that the teacher emphasized on togetherness of the students to find the appropriate words from the definitions provided in the boxes.

5) Identification

The teachers

"Well, Guys. Now, please open your ESP book on page 199 of your ESP book. Here, I want you to identify noun, verb, adjective, adverb, and conjunction. Underline them and write the symbols of the parts of speech. For instance, in the first sentence of paragraph 1, there is the word 'world'. It belongs to noun. So, you just need to write 'n' under that word. It shows that it is noun. Don't be afraid to underline or write on your book. It is yours." T said (See Appendix 2B, 374-382).

This technique is used to have Ss familiar with verb.

6) Reading Aloud

T said, "Now, I want you to read this text loudly. Who want to start to read first?" Student 1 replied, "I am, Mam: Indonesia is one of the world's mega-biodiversity hotspots." T said, "Great. Now, please point toward your friend to read the next sentences." "Student 2, mam" Student 1 replied. ... (See Appendix 2B, line 403-407).

The teacher used this technique to check Ss' pronunciation.

7) Recognition

"You may write the symbol of the parts of speech on the text you are reading. And try to look up whether the word has another function in parts of speech." (Appendix 2A, line 399-402).

The teacher used this technique in order to make Ss enable to recognize the function of words by paying attention to its suffix/ prefix.

8) Rewarding

"Since this challenge is done individually and have limited numbers to answer, those who wanted to be chosen to answer the question have to be able to reveal the clue I give. For instance, I give the clue 'today ...' You, the lucky one, answer 'Tuesday' will complete the puzzle and get two points from me: 1st point for revealing the clue and 2nd for completing the puzzle (if the answer is correct)." T said. (See Appendix 2A, line 131-137).

This technique is used to stimulate or encourage Ss to read text and to participate in answering the questions to get the reward.

9) *Story Telling*

This technique is used to make students understand chronological order through their real life experience.

10) *Translation*

This technique was used merely in T2's class. The example of this technique is provided below:

Since most students could not understand the meaning of the sentences that they have read loudly. T in the meeting translated the points of the text in page 199, "Well, Guys. The points of paragraph 1: "Indonesia merupakan salah satu tempat hiburan tumbuhan dan binatang terbanyak di dunia. Namun, tidak hanya itu, Indonesia juga merupakan negara urutan ke-2 terbanyak dalam jumlah bahasa yang dimiliki. Indonesia merupakan salah satu tempat ilmu bahasa dunia yang memiliki 400 macam bahasa dan dialek di seluruh nusantara. Bahasa Indonesia sebagai bahasa nasional merupakan bentuk revitalisasi dari dialek dagang yang digunakan oleh pedagang Melayu. Sebelum merdeka, jarang sekali orang Indonesia berbicara dalam Bahasa Indonesia. Bahkan setelah merdekapun, Bahasa Indonesia masi menjadi Bahasa kedua setelah bahasa ibu. ..." (See Appendix 2B, line 422-435).

This technique is used to help the students understand the content of the text. However, it was done only at the 2nd meetings. This technique was used because the students lack of vocabulary and low motivation. Even, there were a lot of common words they did not know. It was proven with the result of interview that said:

There are two main problems face by the students in the class. The first is lack of vocabulary. Even, the common words they do not know. That is why I use Bahasa Indonesia more than English in the class. The second problem is lack of motivation. Therefore, I have to use the techniques in order that they do not feel bored in the class. (See Appendix 3, line 1072-1072).

It was a good idea for tT2 to use translation at the beginning of the meetings and combined with other techniques that lead the students to learn autonomously without using translation again.

Post-Teaching

In this stage, there were two language teaching techniques which were utilized by the teacher. They were *checking* and *wrap-up* as describe more below.

Checking

1) Checking

After asking Ss to answer the questions in a piece of paper, T said, “Guys, listen up. Please switch your answer sheet with your friends’ near you. Don’t forget to write the name of the corrector on the right corner of the answer sheet.” Ss replied, “Yes, Sir.” T asked, “Are you ready?” Ss replied, “Yes, Sir.” T said, “Here is the answer key of the questions. Write the number of correct answers under the name of the corrector. Do you have any questions?” Ss replied, “No, sir.” (See Appendix 2A line 11-17).

In the example, this technique was used to check whether the students already understand the content of the text which was proven with their correct answer of the tasks given. Besides, it was aimed to give feedback to the students. Indeed, this correction was done by the students. Yet, the teacher provided the answer keys of the questions.

2) Wrap-up

“Well, before we end the class, what are the types of pronouns that we have learnt today?” T asked. “Personal pronouns, possessive pronouns, relative pronouns” Ss replied. “What else? Look at your note.” T asked. “reflective pronouns, interrogative pronouns, indefinite pronouns, intensive pronouns, and demonstrative pronouns.” Ss answered. “Okay, great.” T said. (See Appendix 2A, line 68-73).

This technique was used by the teacher to make sure that they know and remember what they have learnt in the meeting so that if there were several questions related to pronouns, it was expected that the students could answer correctly.

Techniques for Teaching Reading

If language teaching techniques have been described in each teaching stage, here, the techniques for teaching reading are concerned more on whilst-teaching. The techniques for teaching reading are wrapped up in Table 6 below.

Table 6 The Summary of Techniques for Teaching Reading

Technique Types
1. Graphic Organizers: Mind Mapping & Puzzle (2x)
2. Jigsaw Reading (5x)
3. QAR (9x)
4. Scaffolding (8x)
5. SQ3R (7x)

Note: 12x is the maximum number based on the number of observation conducted

Referring to Table 6, it could be noticed that there were five techniques utilized by the three nominated ESP teachers where the detail description for each

technique could be seen in observation series in appendix 2. The following techniques are the samples.

1) *Graphic Organizers: Mind Mapping and Puzzle*

a) *Mind Mapping:*

To save the time, at the beginning of the class, the teacher checked the attendance list by the time dividing Ss into several groups consisting of 4 Ss. After explaining main idea & supporting details along with the example, the teacher distributed one paragraph and mind map for each group. "With the mind map own by each group, I want you to write the main idea and its supporting details based on the given paragraph" (See Appendix 2A, line 219-224).

This technique was used to map the ideas. In this example, the mind map was provided by the teachers in determining main idea and its supporting detail. It was done in group in order that the students could learn each other. It was expected that each student could enable to determine main idea and its supporting details.

b) *Puzzle*

"Now, look at the screen. This puzzle is available on p.48. With the information that you have obtained by reading the text. Now, read the clues and complete this puzzle individually." T said (Appendix A, line 152-154).

This technique is used to help students understand the clues or a definition of terms.

2) *Jigsaw Reading:*

... "Now, read the paragraph for about 7 minutes. Remember, the mover has to move to other groups and tell the points of the paragraph. You may tell it i Bahasa Indonesia. Now, please share the points that you get from other groups and arrange them into a sequence text." (See Appendix 2A, line 309-313).

3) *QAR*

"Here, I have several questions for you. These questions could be answered if you read your ESP book on page 134. So, comprehend the questions first and find the answer in the text." (Appendix 2A, line 77-79).

4) *Scaffolding*

"Guys, if you have a problem related to the text, please ask." T said. "Sir, we have tried to understand the 2nd sentence in paragraph 5 by translating each word. It, however, seems to be confusing. What does the sentence mean?" Ss asked. "You don't need to translate every single word to understand the meaning. You find the meaning of the words you do not know. Then, try to understand it using your own words. Or just getting the point of it is enough.

You may restate them using your own words in Bahasa Indonesia, and it is mostly allowed. The meaning of the 2nd sentence is 'Mereka tidak menggunakan bahasa daerah mereka dan tidak juga dalam Bahasa Indonesia'. ..." (See Appendix 2B, line 448-457).

5) SQ3R

Survey: *T said, "Guys, please look at the title of Unit 14 on the table of contents on page vii." T asked. "Yes, mom" Ss replied. **Question:** "By reading the title, I want you to guess what the text will discuss about." T said. "In my opinion, it is about the development of language in the future." Student 6 responded. "It discusses about the types of local languages in Indonesia and their development." Student 2 answered. "Well, let's check whether your perception is correct. **Read:** "Now, open the text on page 199 and try to understand the content. I give you time for about 10 minutes to comprehend the text. You may use your dictionary to look up the meaning of difficult words." T said. **Recite:** "Well, 10 minutes has past. Now, discuss with your friends near you about what you have read. You may use Bahasa Indonesia in your discussion." T said. **Review:** Now, in group, please answer Task 1 – Task 3 in a piece of paper and don't forget to write the members of your groups" (See Appendix 2B, line 458-471).*

2. Discussion

This section discusses the findings found in the study. Referring to Table 4 & 5, it could be noticed that there are two types of teaching techniques: Language teaching techniques and techniques for teaching reading. In language teaching techniques, there were various techniques utilized by the three nominated ESP teachers such as *brainstorming, review, storytelling, and warm-up* for pre-teaching activities, *content explanation, copying, discussion, and read aloud* for whilst-teaching activities, and *checking and warm-up* for post-teaching activities. By having a closer look on page 17 Table 2 the Taxonomy of Language teaching techniques proposed by Brown, these techniques were relevant with his theory, except *rewarding*.

In the taxonomy, there are 38 techniques, while *rewarding* does not belong to Brown's techniques. Its involvement, however, could encourage students to participate actively in the class. This technique is necessary to involve by teachers especially Reading teachers. It is due to having students motivated to learn and participate actively in the class is not that simple. While enabling to motivate students to read means the teacher fulfills the 1st principle of the basic principles in teaching reading as highly required by Harmer (2007: p.101).

In addition, Renard (2017) suggests teachers to utilize rewarding in their teaching practices. She further says that by giving rewards to students, five benefits could be earned. The benefits are 1) appropriate behaviors that lead students conform in the class, 2) increased motivation, 3) feeling joyful, 4) boosted self-esteem, and 5) homework could meet the due date. These benefits were experienced by the students taught by the three nominated ESP teachers who dominantly applied this technique in their classroom.

During the teaching and learning process, the involvement of *rewarding technique* could booster the students' participations. The students were motivated to read the texts and answering questions to get the reward in form of additional score from the teacher. Rewarding, therefore, is involved as the technique since its implementation is fruitful to motivate the students to participate actively in the class. It means that this study has revealed the unique finding that may contribute to the body of knowledge particularly for teaching reading.

Besides, referring to Table 4 & 5, this study has revealed that there are the dominant types of techniques used by the three nominated ESP teachers. The dominant types of teaching techniques here could be viewed from the teaching stages which are explained more below.

The Dominant Techniques in Pre-teaching

Pre-teaching stage is to prepare students to get ready with the lesson. All activities should lead students to ready with the lessons. Based on Table 4, the dominant types of language teaching technique in this stage are *warm-up* (12x), *setting* (12x), *organizational* (12x), *brainstorming* (11x), and *review* (8x). They are dominantly used by the three nominated ESP teachers, for they were considered as more important techniques to use to prepare the class in this stage compared to use game or storytelling.

The Dominant Techniques in Whilst-Teaching

Whilst-Teaching concerns on generating appropriate techniques to make the students understand the text easily. In this stage, *content explanation*, *copying*, *discussion*, *identification*, *recognition*, and *rewarding* were the dominant language teaching techniques utilized by the teacher in this stage. While the

techniques for teaching reading involved dominantly by the three nominated teachers were *QAR*, *Scaffolding*, and *SQ3R*.

These techniques were dominantly used by the teachers, for they believe these selected techniques are the appropriate ones to help the students understand the text. While, making sure the students to comprehend the text is one of the basic principles in teaching reading that have to be fulfilled by a teacher. For instance is the use of QAR as the most dominant technique for teaching reading.

QAR is a technique that concerns on providing students with understanding of the text through the provided questions. This technique is the most dominant one since by using this technique means the teachers already have fulfilled the 5th principle of teaching technique proposed by Harmer (2007: p.101). This principle required teachers to provide questions (tasks) that match with the text. Besides, its use may aim to teach the students the 7th Macro skill of reading, that is, to develop and use scanning and skimming strategies to answer the questions.

Or another example is the use of *discussion technique* as one of language teaching techniques. *Discussion* is an away for teachers to give the students more opportunities to understand the content of text and express their feelings. Selecting this technique dominantly in the class since the teachers followed the 3rd principle of teaching cited by Harmer.

The Dominant Techniques in Post-Teaching

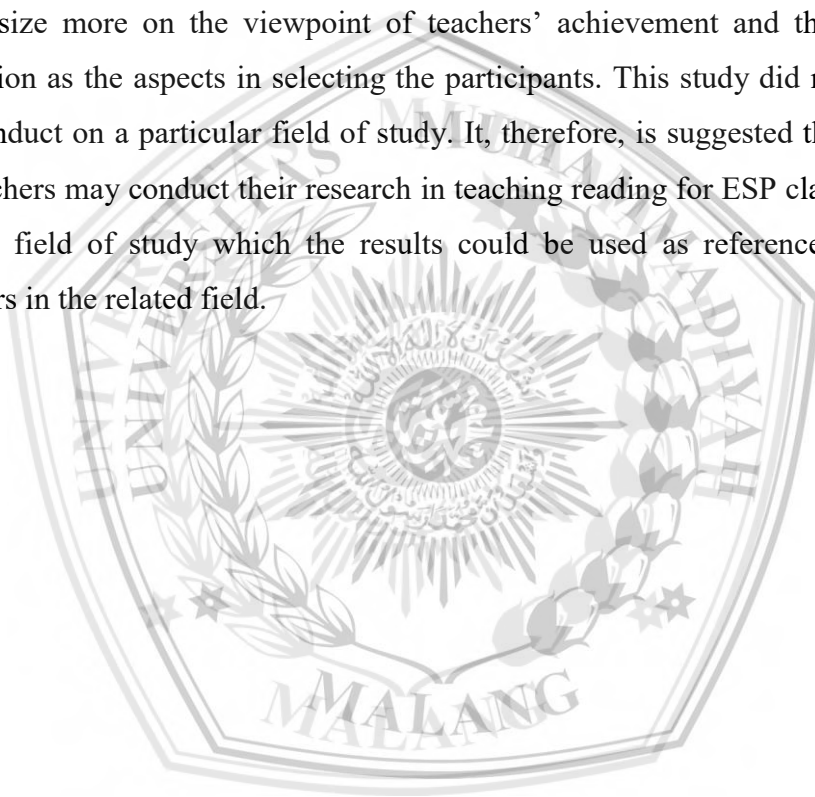
Post-Teaching mainly focuses on evaluating students' comprehension. The most dominant techniques used here is *checking technique*. *Checking* means giving corrections to the students' work along with the feedback in the meeting where the Ss' works have been done (Brown, 2001: p.133). It is dominantly used by the teachers since making sure the students to understand the text and giving worthwhile feedback means the teacher in line with the 6th principle of basic teaching principle cited by Harmer (2007).

CONCLUSION AND SUGGESTION

Paying attention to Table 3, it could be concluded that this study has answered the research question formulated in the statement of problem on p.4: "What are the techniques implemented by the teachers for teaching reading in ESP classroom?" As the answer, the various types of teaching techniques were

utilized by the three nominated ESP teachers in teaching reading at ESP classroom. The conduct has revealed that either the language teaching techniques (as general techniques used in pre-, whilst-, & post-teaching) such as *brainstorming, warm-up, review, and translation* or the techniques for teaching reading in whilst-teaching (as specific techniques) such as *jigsaw reading, SQ3R, and scaffolding* were variously utilized by the teachers.

These various teaching techniques were suggested to be implemented by English teachers, especially ESP teachers at LC UMM who teach reading. This study, besides, has concerned on the types of teaching techniques which emphasize more on the viewpoint of teachers' achievement and their level of education as the aspects in selecting the participants. This study did not consider the conduct on a particular field of study. It, therefore, is suggested that previous researchers may conduct their research in teaching reading for ESP classroom in a certain field of study which the results could be used as reference by trainee teachers in the related field.



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APPENDIXES

Appendix 1 – Teacher's Evaluation Form



UNIVERSITY OF MUHAMMADIYAH MALANG LANGUAGE CENTER

★INTENSIVE ENGLISH PROGRAM★ENGLISH FOR SPECIFIC PURPOSES★TAEP PROGRAM
Campus III : Jl. Raya Tlogomas 246 Phone 0341 – 464318 Ext, 163 Fax. 0341 – 460782 Malang 65144

Teacher's identity Name : Skill :	Student's Identity Name : Phone Number :
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Information : 1 = worst, 2 = worse, 3 = good, 4 = excellent, 5 = very excellent						
No	Aspect of Evaluation	Credit				
I. Preparation						
1	At the first meeting, the teacher explains to the students the lesson plan in the semester.	1 (No)		5 (Yes)		
2	The teacher explains the aims of learning ESP and its benefits for the students.	1	2	3	4	5
II. Method						
3	The teacher teaches the students the materials based on the lesson plan that has been explained before.	1	2	3	4	5
4	The teacher masters the materials delivered to the students.	1	2	3	4	5
5	The teacher uses teaching methods or teaching techniques that make the students easier in learning.	1	2	3	4	5
6	The teacher encourages the students to participate actively in the class such as asking, discussing, and working in group.	1	2	3	4	5
III. Material						
7	The teacher uses materials which are relevant with the students' field of study.	1	2	3	4	5
8	The teacher uses the materials which are accessible by the students.	1	2	3	4	5
9	In delivering or explaining the materials to the students, the teacher uses teaching media which are relevant with their field.	1	2	3	4	5
10	The teacher uses the teaching media effectively.	1	2	3	4	5
IV. Evaluation						
11	The teacher gives assignments that support the aims of ESP teaching.	1	2	3	4	5
12	The teacher evaluates the learning process (Mid Term Test & Final Test).	1	2	3	4	5
13	The teacher distributes to the students the results of the tests (in form of assignments, quiz, or other tests that have been graded or checked).	1	2	3	4	5
14	The teacher tests the students based on the given materials.	1	2	3	4	5
V. Other Aspects						
15	The teacher are able to be contacted by the students to ask or consult about the lecture.	1	2	3	4	5
16	The teacher starts and ends the lesson on time.	1	2	3	4	5
17	When having a barrier to attend the class, the teacher changes the meeting in another day or by giving assignment. (Circle 5 if the teacher always attends the class)	1 (No)		5 (Yes)		
18	The teacher is able to be a great figure in term of his/her personality or behaviour.	1	2	3	4	5
19	The teacher encourages the students to do or to have good behaviour.	1	2	3	4	5
20	The teacher gives the good examples in using English in the right ways in the class.	1	2	3	4	5
TOTAL						

Suggestion: What to improve	Suggestion: What to change
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Malang,

.....

Appendix 2A - Observation Checklist (Participant 1 – T1)

1. OBSERVATION CHECKLIST 1 - T1

Subject Course : ESP II (Receptive Skill – Reading)
 Topic : Identifying Pronoun Reference
 Department & Class : Informatics Engineering / 2E
 Meeting/ Room : 2/ 423 Building 1 (Campus 3 UMM)
 Date/Time : February 27, 2018 / 18.15 – 19.55

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming	<i>T asked, "Well, this meeting Fahmi and Nando are absent. Who are 'Fahmi' and 'Nando'?" Ss replied "Our classmates, Sir. Why, Sir?" "Do you know why 'they' are absent?" (Giving stress in saying the word 'they') T asked. "No, we don't, Sir." Ss replied. T said, "I have just asked you about Fahmi and Nando. Do you realize something about what to learn today?" S1 responded, "Is it about reading biography, Sir?" T said, "No, it is not. If you pay attention to my previous question, there I gave the stress in a certain word. So, what are we going to learn this meeting?" S2 responded, "Is that about vocabulary, Sir?" T replied, "We are going to learn about Pronoun Reference today."</i>	√			1 2 3 4 5 6 7 8 9 10
2	Checking	<i>After asking Ss to answer the questions in a piece of paper, T said, "Guys, listen up. Please switch your answer sheet with your friends' near you. Don't forget to write the name of the corrector on the right corner of the answer sheet." Ss replied, "Yes, Sir." T asked, "Are you ready?" Ss replied, "Yes, Sir." T said, "Here is the answer key of the questions. Write the number of correct answers under the name of the corrector. Do you have any questions?" Ss replied, "No, sir."</i>		√		11 12 13 14 15 16 17
3	Composition	<i>T displayed the materials on the slide and explained: "Well, guys. Please look at the slide. As you can see on the table. There are several types of pronoun here. They are personal pronouns, possessive pronouns, relative pronouns, indefinite pronouns, intensive pronouns, demonstrative pronouns, and interrogative pronouns, and reflexive pronouns..."</i>	√			18
4	Content Explanation					19 20 21 22 23 24
5	Copying					25 26 27
6	Cued Narrative/Dialogue					28
7	Dialogue/ Narrative Presentation					29
8	Dialogue/ Narrative Recitation					30
9	Dictation					31
10	Discussion					32
11	Drama					33
12	Drill					34
13	Games					35
14	Identification	<i>T said, "Please try to find the types of pronouns in that passage. Write your answer on the board along with your three last Ss numbers. For example, 1) the word 'its' in paragraph 1 line 5 (047)."</i>	√			36 37 38 39
15	Information Exchange					40
16	Information Transfer					41
17	Interview					42
18	Meaningful Drill					43
19	Narration/ Exposition					44
20	Organizational	<i>While T was turning on the laptop and LCD projector, two Ss came late, and T said, "Tanto and Ardi, I am so sad to see you coming late. Please sing an English song and answer several free questions from your friends."</i>	√			45 46 47 48
21	Preparation					

22	Problem Solving		49
23	Propos		50
24	Question-Answer, Display		51
25	Question-Answer, Referential		52
26	Reading Aloud		53
27	Recognition		54
28	Report		55
29	Review		56
30	Rewarding	<i>T said, "Guys, for those who could answer the questions correctly and explain why it must be the answer, you will get the reward from me in term of additional score."</i>	√ 57
			58
			59
31	Role Play		60
32	Role Play Demonstration		61
33	Setting		62
34	Simulation		63
35	Story Telling		64
36	Testing		65
37	Translation		66
38	Warm-up	<i>T said, "Let's watch a film for a while." Ss replied, "That's a great idea, Sir. We love it."</i>	√ 67
39	Wrap-up	<i>"Well, before we end the class, what are the types of pronouns that we have learnt today?" T asked. "Personal pronouns, possessive pronouns, relative pronouns" Ss replied. "What else? Look at your note." T asked. "reflective pronouns, interrogative pronouns, indefinite pronouns, intensive pronouns, and demonstrative pronouns." Ss answered. "Okay, great." T said.</i>	√ 68
			69
			70
			71
			72
			73

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizers				74
2	Jigsaw Reading				75
3	QAR	<i>After giving explanation about pronoun reference to Ss, the teacher said, "Here, I have several questions for you. These questions could be answered if you read your ESP book on page 134. So, comprehend the questions first and find the answer in the text."</i>	√		76
					77
					78
					79
4	REAP				80
5	Reciprocal Teaching				81
6	Scaffolding				82
7	SQ3R				83
8	Think Aloud				84

2. OBSERVATION CHECKLIST 2 - T1

Subject Course : ESP II (Receptive Skill – Reading)
 Topic : Guessing Similar Words
 Department & Class : Informatics Engineering / 2E
 Meeting/ Room : 3 / 423 Building 1 (Campus 3 UMM)
 Date/Time : March 6, 2018 / 18.15 – 19.55

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming	<i>T asked, "Guys, do you know this person? (showing 2 pictures of Indonesian artists)" Ss replied, "Yes, Sir. She is Raisa." T asked, "How about this picture?" Ss answered, "She is Natasha Wilona, Sir." T asked, "Do you think they are beautiful?" Ss responded, "Yes, we do." T asked, "Can you identify one or two different things between Raisa and Ayu?" Student 1 responded, "Sir. Raisa is a singer, while Natasha is an actor." T said, "Great... Just now we talked about two beautiful Indonesians. In our Reading class, we want to learn about similiary but it is not about an artist any</i>	√			85
						86
						87
						88
						89
						90
						91
						92
						93

		<i>more. It is about similar meaning."</i>		94
2	Checking	<i>W: T visited every group to check their answer and give feedback.</i>	√	95
		<i>P: "Well, it seems you still confused with the questions no 5. The words 'its' refers to 'computer components'."</i>	√	96
3	Composition			97
4	Content Explanation	<i>"There are several questions asking about similar words that you have to know. For example, 'What is the synonym of 'loath'? The word 'loath' in paragraph 1 line 2 has similar meaning with ..."</i>	√	98
5	Copying	<i>Ss wrote some important points from T's explanation.</i>	√	99
6	Cued			100
	Narrative/Dialogue			101
7	Dialogue/ Narrative			102
	Presentation			103
8	Dialogue/ Narrative			104
	Recitation			105
9	Dictation			106
10	Discussion	<i>"Discuss with your members first before you submit your answers"</i>	√	107
11	Drama			108
12	Drill			109
13	Games: Finding the Crew	<i>T said, "Guys, those whose names I call please come forward and take the cards. Remember that you don't open the card before I ask you. (all Ss took the cards) ... Now you may open your card. What you need to do is you have to find your crew based on the similar words they have. Is that clear enough, Guys?" Ss responded, "Yes, Sir."</i>	√	109
		<i>"Guys, we have 10 definitions of words. Based on what you have read, try to find the words that match the definitions..."</i>	√	110
14	Identification			111
15	Information Exchange			112
16	Information Transfer			113
17	Interview			114
18	Meaningful Drill			115
19	Narration/ Exposition			116
20	Organizational			117
21	Preparation			118
22	Problem Solving			119
23	Propos			120
24	Question-Answer, Display			121
25	Question-Answer, Referential			122
26	Reading Aloud			123
27	Recognition			124
28	Report			125
29	Review	<i>"Before we learn about new material today, anybody know what we learnt last meeting?" T asked. "pronoun references, Sir" Ss responded.</i>	√	126
		<i>"Since this challenge is done individually and have limited numbers to answer, those who wanted to be chosen to answer the question have to be able to reveal the clue I give. For instance, I give the clue 'today ...' You, the lucky one, answer 'Tuesday' will complete the puzzle and get two points from me: 1st point for revealing the clue and 2nd for completing the puzzle (if the answer is correct)." T said.</i>	√	127
30	Rewarding			128
				129
31	Role Play			130
32	Role Demonstration			131
33	Setting	<i>"Don't you know about the words: himself, hers, us, those or these when you were in Senior High school?" T asked. Ss responded, "Yes, we know them, Sir. But we do not learn more detail about those terms."</i>	√	132
34	Simulation			133
35	Story Telling			134
36	Testing			135
37	Translation			136
38	Warm-up: joke	<i>T asked, "What do you think about Raisa?" "Raisa is so beautiful if she wants to be my woman." Student C laughingly said." T said, "Yes in your dream" Ss laughed</i>	√	137
				138
				139
				140
				141
				142
				143
				144
				145
				146
				147
				148
				149
				150

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizer: (Puzzle)	"Now, look at the screen. This puzzle is available on p.48. With the information that you have obtained by reading the text. Now, read the clues and complete this puzzle individually." T said.	√		152 153 154
2	Jigsaw Reading				155
3	QAR	"For about 5 minutes, I want you to understand these questions." T said. "Yes, Sir" Ss replied. After 5 minutes, T said, "Now, read the passage on p.45 of your ESP book to answer those questions. Remember, you don't need to read the whole text to answer the questions. So, just focus on the questions." T said.	√		156 157 158 159 160
4	REAP				161
5	Reciprocal Teaching				162
6	Scaffolding				163
7	SQ3R				164
8	Think Aloud				165

3. OBSERVATION CHECKLIST 3 - T1

Subject Course : ESP II (Receptive Skill – Reading)
 Topic : Defining Main Idea
 Department & Class : Informatics Engineering / 2E
 Meeting/ Room : 4/ 423 Building 1 (Campus 3 UMM)
 Date/Time : March 13, 2018 / 18.15 – 19.55

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming		√			166
2	Checking	"Great job, Guys. Each group has answered correctly about main idea and its supporting details. It means that all you already master about this material." T said.			√	167 168 169
3	Composition					170
4	Content Explanation	"Remember, Guys. That main idea is only found in a paragraph and every paragraph in a text has different paragraph, while topic is the same found in each paragraph ..."		√		171 172 173
5	Copying	Ss wrote what being explained by the teacher.		√		174
6	Cued					175
7	Narrative/Dialogue					176
8	Dialogue/ Narrative Presentation					177
9	Dialogue/ Narrative Recitation					178
10	Dictation					179
11	Discussion	As usual Ss were asked to discuss about the tasks given by T.		√		180
12	Drama					181
13	Drill					182
14	Games					183
15	Identification	"In this example, can you please identify which sentence belongs to main idea and supporting details." T asked.		√		184 185
16	Information Exchange					186
17	Information Transfer					187
18	Interview					188
19	Meaningful Drill					189
20	Narration/ Exposition					190
21	Organizational	Pre: "Who wants to help me cleaning the board?" T asked. "Me, Sir." Student A responded. "Thanks a lot." T said. W: "Guys, please set your mobile phone in silent mode." T said.	√			191 192
22	Preparation			√		193
23	Problem Solving					194
24	Propos					195

24	Question-Answer, Display		196
25	Question-Answer, Referential		197
26	Reading Aloud		198
27	Recognition		199
28	Report		200
29	Review	<i>"Before learning a new topics in this meeting, what did we learnt in the previous meetings?" T asked, Ss responded, "Synonym and pronoun references, Sir." T said, "Okay, great. Do you have any questions related to synonym and pronoun reference?" Ss replied, "No, Sir"</i>	√ 201 202 203 204 205
30	Rewarding	<i>"Student A, what number are you?" Ss replied, "015, Sir" T asked, "Student B, your number, please" "035, Sir" ... T said, "Congratulation for those who get the reward in form of additional score for today. Those who do not get at all, please be more active in the next meeting" "Yes, Sir" Ss responded.</i>	√ 206 207 208 209 210
31	Role Play		211
32	Role Play Demonstration		212
33	Setting		213
34	Simulation		214
35	Story Telling		215
36	Testing		216
37	Translation		217
38	Warm-up: song, play, joke, video, etc.		218
39	Wrap-up		219

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizers: Mind Mapping	<i>To save the time, at the beginning of the class, the teacher checked the attendance list by the time dividing Ss into several groups consisting of 4 Ss. After explaining main idea & supporting details along with the example, the teacher distributed one paragraph and mind map for each group. "With the mind map own by each group, I want you to write the main idea and its supporting details based on the given paragraph"</i>	√		219 220 221 222 223 224
2	Jigsaw Reading				225
3	QAR	<i>"This piece of paper contains several questions related to your paragraph. Remember, don't switch this paper since every group has different questions based on their paragraph. Answer the questions and submit when you have done it." T said.</i>	√		226 227 228 229
4	REAP				230
5	Reciprocal Teaching				231
6	Scaffolding				232
7	SQ3R				233
8	Think Aloud				234

4. OBSERVATION CHECKLIST 4 - T1

Subject Course : ESP II (Receptive Skill – Reading)
 Topic : Stated and Unstated Questions
 Department & Class : Informatics Engineering / 2E
 Meeting/ Room : 6/ 423 Building 1 (Campus 3 UMM)
 Date/Time : March 27, 2018 / 18.15 – 19.55

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming					235
2	Checking	<i>"Well, to save the time, please distribute your answers to another group to be corrected, Remember to write the corrector and the group number on the right or left corner of the answer sheet."</i>			√	236 237 238
3	Composition					239

4	Content Explanation	<i>"Stated question means that the answer could be found in the text. For instance, 'What year was Mark born?' On the story that I told you just now, Mark was born on 1984. While Unstated question means that to answer the questions you need to link the information or clues. For instance, 'How old is Mark now?' On just now story there is no information how old he is now. But by paying attention to his year of birth as the clue, it can be calculated that Mar is 34 years old. ..."</i>	√	240 241 242 243 244 245 246 247
5	Copying	<i>Ss wrote some points of T's explanation.</i>	√	247
6	Cued			248
	Narrative/Dialogue			
7	Dialogue/ Narrative Presentation			249
8	Dialogue/ Narrative Recitation			250
9	Dictation			251
10	Discussion	<i>"Guys, please discuss with your members to comprehend the text and to answer the provided questions." T said.</i>	√	252 253
11	Drama			254
12	Drill			255
13	Games			256
14	Identification			257
15	Information Exchange			258
16	Information Transfer			259
17	Interview			260
18	Meaningful Drill			261
19	Narration/ Exposition			262
20	Organizational	<i>Pre: T prepare the LCD projector and turning on his laptop and showing the members of the group for jigsaw reading in whilst-activity. T ask, "Guys, please stand up and gather with your members of the group as shown on the screen. Arrange the chair in a circle based on your own group." W: "Guys, listen up, please." P: "Hello, Guys. The class is not over yet. So, please keep quiet and listen to me."</i>	√ √	263 264 265 266 267 268 269 270 271
21	Preparation			272
22	Problem Solving			273
23	Propos			274
24	Question-Answer, Display			275
25	Question-Answer, Referential			276
26	Reading Aloud			277
27	Recognition			278
28	Report			272
29	Review	<i>"By the way, what did we learn last meeting?" T asked. "Main Idea, Sir" "Well, what do you think about our last week lesson? Do you have any questions related to it?" T asked. "No, Sir."</i>	√	273 274
30	Rewarding	<i>"In jigsaw activity later, when a group could not answer the question and another group is failed too to answer, anyone is free to answer and will get double scores from me as the reward."</i>	√	275 276 277
31	Role Play			278
32	Role Demonstration			279
33	Setting	<i>T asked, "Have you ever joined TOEFL test?" Ss replied, "Yes, we have, Sir. It was when we were just accepted as new students in this campus." "Yes, it is called TAEP, it is TOEFL institution own by this university. By the way, what do you think about the questions, were they too difficult to answer?" Ss responded, "the questions were difficult, mainly in the Listening section and Reading Section."</i>	√	280 281 282 283 284 285 286
34	Simulation			287
35	Story Telling	<i>"Do you know Mark Elliot Zuckerberg? He is Facebook founder. He is successful due to Facebook. He was born on 1984. It is still young to be a richest person through technology, right? He likes</i>	√	288 289 290

		computer since he was 8 years old. On that age, his father bought	291
		him computer. He tried and make computer programs on that age.	292
		When studying at university, he was dropped out from his campus.	293
		It was due to his concern to develop Facebook to be successful as	294
		it is today. So, his reason to be dropped out due to his career.”	295
36	Testing		296
37	Translation		297
38	Warm-up	“Guys, I want you to watch this short video (about Bill Gate). I hope it can booster your mode in studying.”	298
			299
39	Wrap-up		300

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizers				301
2	Jigsaw Reading	When checking the attendance of the students, 6 small groups were decided. After explaining more about stated and unstated questions, the teacher asked each group to choose one member to be the mover (expert), while the rest stayed in their own groups. The teacher provided 6 pieces of paper taken from a passage consisting of 3 paragraphs which were printed twice. Without telling the groups, the teacher distributed the paragraphs so that group 1 has the same paragraph as group 4, group 2 as group 5, group 3 as group 6. T said, “Now, read the paragraphs for about 7 minutes. Remember, the mover has to move to other groups and tell the points of the paragraph. You may tell it i Bahasa Indonesia. Now, please share the points that you get from other groups and arrange them into a sequence text.”	√		302 303 304 305 306 307 308 309 310 311 312 313
3	QAR	“Now, from the whole content of the text (after jigsaw activity), please answer the questions based on the text.”		√	314 315
4	REAP				316
5	Reciprocal Teaching				317
6	Scaffolding				318
7	SQ3R				319
8	Think Aloud				320

Appendix 2B - Observation Checklist (Participant 2 – T2)

1. OBSERVATION CHECKLIST 1 - T2

Subject Course : ESP II (Receptive Skill – Reading)
 Topic : The Future of Language and Diversity in Indonesia
 Department & Class : Arabic Language – 4A
 Meeting/ Room : 2 / Laboratory of MT Building 3 (Campus 3 UMM)
 Date/Time : March 2, 2018 / 13.00 – 14.40

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming	T2 said, “Guys, are you like a cat?” Ss replied, “Yes, we do. It is so cute.” T asked, “Are you like an apple?” “Of course, mam.” Ss replied. T asked, “How about this question, do you like eating rice?” “Yes, we do” Ss replied. T said, “The first and the second questions, you should answer ‘no’. The word ‘like’ in the first and the second questions means ‘seperti’, while in the third question, its meaning is ‘suka’. So, it is impossible that you are like a cat or an apple.” Ss laught. T asked, “So from this activity, can you guess what we will learn this meeting?” Some Ss replied, “about the meaning of words, mam” “Almost correct” T said. “Is that about vocabulary, mom?” Ss asked. T said, “Almost correct. Well, today we are going to learn about parts of speech in English.”	√			321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342
2	Checking	“Guys, after I checked your work, some of you still get confused in determining the parts of speech. Look at the text, the word ‘independence’ in paragraph 1 line 8 is noun. It is not an			√	343 344 345

	adjective. The next one is the word 'schools' in paragraph 2 line 5. It is not verb but noun. So, to avoid this mistake you have to be able to determine minimally the subject and the verb of a sentence."		346 347 348 349
3	Composition		350
4	Content Explanation	T said, "In Bahasa Indonesia, we know about some parts of speech such as 'kata benda, kata sifat, and kata kerja. In English, we have noun (n)= kata benda, adjective (adj) = kata sifat, verb (v) = kata kerja, adverb (adv) = kata keterangan. Remember that one word may have more than one faction and one meaning. What is the meaning 'date' in Bahasa Indonesia?" Ss responded. "Tanggal, Sir". T said, "Good. It means its function as noun and another meaning is 'kurma'. It has another function as verb meaning 'berkencan'..."	√ 351 352 353 354 356 357 358 359 360
5	Copying	"Guys, please prepare your note. And please accustom yourself to write some important points that we learn today. It is very important for you to remember what have been learnt. Besides, there may be some new vocabularies that you need to write to increase your vocabulary.", T said.	√ 361 362 363 364 365 366
6	Cued		
	Narrative/Dialogue		
7	Dialogue/ Narrative		367
	Presentation		
8	Dialogue/ Narrative		368
	Recitation		
9	Dictation		369
10	Discussion		370
11	Drama		371
12	Drill		372
13	Games		373
14	Identification	"Well, Guys. Now, please open your ESP book on page 199 of your ESP book. Here, I want you to identify noun, verb, adjective, adverb, and conjunction. Underline them and write the symbols of the parts of speech. For instance, in the first sentence of paragraph 1, there is the word 'world'. It belongs to noun. So, you just need to write 'n' under that word. It shows that it is noun. Don't be afraid to underline or write on your book. It is yours." T said.	√ 374 375 376 378 379 380 381 382 383
15	Information		
	Exchange		
16	Information Transfer		384
17	Interview		385
18	Meaningful Drill		386
19	Narration/ Exposition		387
20	Organizational	T said, "Student A and Student B, do you still remember about our agreement at the first meeting about the tolerance for coming late to the class?" Student 1 & 2 replied, "Yes, mam. We are so sorry for coming late." T said, "Well you may have a seat. In the next meeting, there will be no tolerance for those who come late. Those who come late to the class more than 10 minutes have to explain the previous materials in English and would have some questions from me and their friends about what have been explained." T said, "Guys, keep quiet, please. We need to listen to your friends reading ...".	√ 389 390 391 392 393 394 395 396 397
21	Preparation		398
22	Problem Solving		399
23	Propos		400
24	Question-Answer, Display		401
25	Question-Answer, Referential		402
26	Reading Aloud	T said, "Now, I want you to read this text loudly. Who want to start to read first?" Student 1 replied, "I am, Mam: Indonesia is one of the world's mega-biodiversity hotspots." T said, "Great. Now, please point toward your friend to read the next sentences." "Student 2, mam" Student 1 replied. ...	√ 403 404 405 406 407
27	Recognition	"You may write the symbol of the parts of speech on the text you are reading. And try to look up whether the word has another	√ 408 409

		<i>function in parts of speech."</i>		410
28	Report			4011
29	Review			412
30	Rewarding	<i>T said, "Please do your best to answer the questions. I will give you additional individual score for those who could answer the questions that are incorrectly answered by other groups."</i>	√	413 414
31	Role Play			415
32	Role Demonstration	Play		416
33	Setting	<i>"Have you ever learnt in detail about parts of speech in English before?" T asked. "No, we don't" most students replied.</i>	√	417 418
34	Simulation			419
35	Story Telling			420
36	Testing			421
37	Translation	<i>Since most students could not understand the meaning of the sentences that they have read loudly. T in the meeting translated the points of the text in page 199, "Well, Guys. The points of paragraph 1: "Indonesia merupakan salah satu tempat hiburan tumbuhan dan binatang terbanyak di dunia. Namun, tidak hanya itu, Indonesia juga merupakan negara urutan ke-2 terbanyak dalam jumlah bahasa yang dimiliki. Indonesia merupakan salah satu tempat ilmu bahasa dunia yang memiliki 400 macam bahasa dan dialek di seluruh nusantara. Bahasa Indonesia sebagai bahasa nasional merupakan bentuk revitalisasi dari dialek dagang yang digunakan oleh pedagang Melayu. Sebelum merdeka, jarang sekali orang Indonesia berbicara dalam Bahasa Indonesia. Bahkan setelah merdekapun, Bahasa Indonesia masi menjadi Bahasa kedua setelah bahasa ibu. ..."</i>		422 423 424 425 426 427 428 429 430 431 432 433 434 435
38	Warm-up	<i>"Guys, by the time waiting for your friends coming, let's refresh our mind by listening to this inspiring song: Heal the World by Michael Jackson." T said. "Yes, mom. We are so glad to listen to it."</i>	√	436 437 438 439
39	Wrap-up	<i>"Now, what parts of speech have we learnt today?" T asked. "Noun, adverb, adjective, verb, conjunction, preposition, and interjection" Ss replied.</i>	√	440 441 442

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizers				443
2	Jigsaw Reading				444
3	QAR				445
4	REAP				446
5	Reciprocal Teaching				447
6	Scaffolding	<i>"Guys, if you have a problem related to the text, please ask." T said. "Sir, we have tried to understand the 2nd sentence in paragraph 5 by translating each word. It, however, seems to be confusing. What does the sentence mean?" Ss asked. "You don't need to translate every single word to understand the meaning. You find the meaning of the words you do not know. Then, try to understand it using your own words. Or just getting the point of it is enough. You may restate them using your own words in Bahasa Indonesia, and it is mostly allowed. The meaning of the 2nd sentence is 'Mereka tidak menggunakan bahasa daerah mereka dan tidak juga dalam Bahasa Indonesia'. ..."</i>	√		448 449 450 451 452 453 454 455 456 457
7	SQ3R	<i>Survey: T said, "Guys, please look at the title of Unit 14 on the table of contents on page vii." T asked. "Yes, mom" Ss replied. Question: "By reading the title, I want you to guess what the text will discuss about." T said. "In my opinion, it is about the development of language in the future." Student 6 responded. "It discusses about the types of local languages in Indonesia and their development." Student 2 answered. "Well, let's check whether your perception is correct. Read: "Now, open the text on page 199 and try to understand the content. I give you time for about 10 minutes to comprehend the text. You may use your dictionary to look up the meaning of difficult words." T said. Recite: "Well, 10 minutes has past. Now, discuss with your friends near you about what you have</i>	√		458 459 460 461 462 463 464 465 466 467 468

read. You may use Bahasa Indonesia in your discussion." T said. Review:
Now, in group, please answer Task 1 – Task 3 in a piece of paper and don't
forget to write the members of your groups.

469
470
471
472

8 Think Aloud

2. OBSERVATION CHECKLIST 2 - T2

Subject Course : ESP II (Receptive Skill – Reading)
 Topic : Pattern of Organization
 Department & Class : Arabic Language – 4A
 Meeting/ Room : 3 / MT Building 3 (Campus 3 UMM)
 Date/Time : March 5, 2018 / 13.00 – 14.40

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming		√			473
2	Checking			√	√	474
3	Composition					475
4	Content Explanation			√		476
5	Copying			√		477
6	Cued					478
7	Narrative/Dialogue					479
8	Dialogue/ Narrative					480
9	Presentation					481
10	Dictation					482
11	Discussion			√		483
12	Drama					484
13	Drill					485
14	Games: Vocabulary			√		473
15	Identification			√		474
16	Information Exchange					475
17	Information Transfer					476
18	Interview					477
19	Meaningful Drill					478
20	Narration/ Exposition					479
21	Organizational			√		480
22	Preparation					481
23	Problem Solving					482
24	Propos					483
25	Question-Answer, Display					484
26	Question-Answer, Referential					485
27	Reading Aloud			√		486
28	Recognition			√		487
29	Report					488
30	Review		√			489
31	Rewarding				√	490
32	Role Play					491
33	Role Demonstration					492
34	Setting		√			493
35	Simulation					494
36	Story Telling					482
37	Testing					483
38	Translation			√		484
39	Warm-up		√			485
40	Wrap-up				√	485

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizers: Puzzle	<i>The teacher asked Ss to complete the puzzle by reading the clues.</i>	√		485
2	Jigsaw Reading				486
3	QAR		√		487
4	REAP	<i>While the Ss were discussing, they got confused to comprehend the complex sentences so that the teacher helped them to understand the meaning.</i>			488
5	Reciprocal Teaching				489
6	Scaffolding		√		490
7	SQ3R				491
8	Think Aloud				492

3. OBSERVATION CHECKLIST 3 - T2

Subject Course : ESP II (Receptive Skill – Reading)
 Topic : Listing, Cause-Effect, Compare and Contrast
 Department & Class : Arabic Language – 4A
 Meeting/ Room : 4 / MT Building 3 (Campus 3 UMM)
 Date/Time : March 12, 2018 / 13.00 – 14.40

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming		√			493
2	Checking			√		494
3	Composition					495
4	Content Explanation			√		496
5	Copying			√		497
6	Cued Narrative/Dialogue					498
7	Dialogue/ Narrative Presentation					499
8	Dialogue/ Narrative Recitation					500
9	Dictation					501
10	Discussion			√		502
11	Drama					503
12	Drill					504
13	Games					505
14	Identification			√		506
15	Information Exchange					507
16	Information Transfer					508
17	Interview					509
18	Meaningful Drill					510
19	Narration/ Exposition					511
20	Organizational			√		512
21	Preparation					513
22	Problem Solving					514
23	Propos					515
24	Question-Answer, Display					516
25	Question-Answer, Referential					517
26	Reading Aloud					518
27	Recognition			√		519
28	Report					520
29	Review			√		521

30	Rewarding	√	√	522
31	Role Play			523
32	Role Play Demonstration			524
33	Setting	√		525
34	Simulation			526
35	Story Telling			527
36	Testing			528
37	Translation			529
38	Warm-up			530
39	Wrap-up		√	531

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizers				532
2	Jigsaw Reading				533
3	QAR	<i>After considering the group members at the beginning of the class, the teacher distributed the groups different texts. They were asked to investigate the pattern of the text. After that, each group in turn was asked to select one paragraph to read the text loudly in the class and the audiences were given questions from the presenter. Those who could answer the questions correctly would get the score.</i>	√		534 535 536 537 538 539
4	REAP				540
5	Reciprocal Teaching				541
6	Scaffolding	<i>The groups who would present their text were checked their understanding about the text before presentation. They were helped to comprehend the text of some difficult terms or sentences that they did not really understand.</i>	√		542
7	SQ3R				543
8	Think Aloud				544

4. OBSERVATION CHECKLIST 4 - T2

Subject Course : ESP II (Receptive Skill – Reading)
 Topic : Easy Ways to Improve and Expand Your Vocabulary
 Department & Class : Arabic Language – 4A
 Meeting/ Room : 6 / MT Building 3 (Campus 3 UMM)
 Date/Time : March 26, 2018 / 13.00 – 14.40

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming		√			545
2	Checking			√	√	546
3	Composition					547
4	Content Explanation			√		548
5	Copying			√		549
6	Cued					550
7	Narrative/Dialogue					551
8	Dialogue/ Narrative					552
9	Presentation					553
10	Dictation			√		554
11	Discussion					555
12	Drama					556
13	Drill					557
14	Games			√		558
15	Identification			√		559
16	Information Exchange					560
	Information Transfer					560

17	Interview		561
18	Meaningful Drill		562
19	Narration/ Exposition		563
20	Organizational	√	564
21	Preparation		565
22	Problem Solving		566
23	Propos		567
24	Question-Answer, Display		568
25	Question-Answer, Referential		569
26	Reading Aloud		570
27	Recognition		571
28	Report		572
29	Review	√	573
30	Rewarding	√	574
31	Role Play		575
32	Role Demonstration		576
33	Setting	√	577
34	Simulation		578
35	Story Telling		579
36	Testing		580
37	Translation		581
38	Warm-up	√	582
39	Wrap-up		583

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizers: Puzzle	After the students had read the given text, the puzzle was displayed to the students. They were asked to complete the puzzle by writing the answer on the board.			584 585 586
2	Jigsaw Reading				587
3	QAR	The teacher stuck some pieces of paper containing several questions in three posts. Post 1 contained multiple questions, post 2 was about True/False question, and post 3 was about WH questions. Each paper was closed with another paper and allowed to open when the teacher asked to do so. After the Ss comprehend the content of the text, the teacher asked them to submit all their ESP books. Each group had to send their representative to understand the text (without bringing any pencil, ball point or mobile phone). The representatives were given 1 minute to comprehend the questions before returning and telling their group.	√		588 689 690 691 692 693 694 695 696
4	REAP				697
5	Reciprocal Teaching				698
6	Scaffolding	Helping Ss to understand the text that were going to be asked in QAR activities.			699 700
7	SQ3R				701
8	Think Aloud				702

Appendix 2C - Observation Checklist (Participant 3 – T3)

1. OBSERVATION CHECKLIST 1 - T3

Subject Course : ESP II (Receptive Skill – Reading)
 Topic : Pre-Test (Expository Text)
 Department & Class : Pharmacy – 2A
 Meeting/ Room : 2 / 4.10 GB (Campus 2 UMM)
 Date/Time : February 27, 2018 / 8.40 – 10.20

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming					703
2	Checking	Group 3 said, "Mom. Could you please check our answer for no. 3? We are still doubtful with the answer." T responded, "I am not sure that it is the answer. Understand the question. There is one word as the key to answer it."	√			704 705 706 707
3	Composition					708
4	Content Explanation	"Well, if you want to be able to answer questions in Reading tasks, you need to know about what being asked. For instance, In Bahasa Indonesia, habis ini kallian mau kemana?" (Where will you go after this lecture?) " T said. Ss answered, "'Pulang. Bu.' (Go home, Mom)." T said, "Guys. I ask you about place and you answer me what to do. It is totally wrong, Guys. If I ask you about the place, you have to answer me the place you want to visit. Well, today we are going to learn two types of general question words: Yes/No questions and WH questions. As you can see on the screen, "Yes/No questions are used to check for information or to ask for confirmation. For instance, Question: Are you UMM students? Answer: Yes, we are. ..."	√			709 710 711 712 713 714 715 716 717 718 719 720
5	Copying	"I will ask what you have written from my explanation later. So, everyone must write some important points from my explanation." T asked. "Yes, Mom" Ss replied.	√			721 722 723 724
6	Cued					
	Narrative/Dialogue					
7	Dialogue/ Narrative					725
	Presentation					
8	Dialogue/ Narrative					726
	Recitation					
9	Dictation					727
10	Discussion					728
11	Drama					729
12	Drill					730
13	Games					731
14	Identification	"Guys, as you can see on the screen, question 1 is begun with the word 'have'. What is the answer of the question?" T asked. Ss replied, "Yes / No, Mom." T said, "Great, Guys. Now, how about number 2? The question is begun with the word 'Who'. So, what will be the answer? Look at you note please so that you could answer correctly." "Yes, Mom. The answer is the doer" Ss replied. T responded, "Good, Guys. ..."	√			732 733 734 735 736 737 738 739
15	Information					
	Exchange					
16	Information Transfer					740
17	Interview					741
18	Meaningful Drill					742
19	Narration/ Exposition					743
20	Organizational	"Guys, attention, please. Guys, in the back there. Hello. Keep silent and listen to me, please." T said. "Yes, mom. I am so sorry." Ss replied	√			744 745 746
21	Preparation					747
22	Problem Solving					748
23	Propos					749
24	Question-Answer, Display					750

25	Question-Answer, Referential		751
26	Reading Aloud		752
27	Recognition		753
28	Report		754
29	Review		755
30	Rewarding	<p>“Guys, Do you want to have additional score that can increase your final score?” T asked. “Yes, we do, Mom.” Ss responded. “FYI, to get the additional score, you have to be diligent to answer the questions that cannot be answered by your friend either in group or individual. So, later in the discussion, when a certain group cannot answer correctly, you individually may answer it. When your answer is correct, let me know your 3 last student number to have the additional score,” T said.</p>	√ 756 757 758 759 760 761 762 763
31	Role Play		764
32	Role Demonstration	Play	765
33	Setting	<p>“After praying, you come to this room to learn Reading in English. By the way, what question should you make to have ‘this room’ as the answer?” T asked. Ss replied, “Where do you learn?” T responded, “Good job. It means it is easy for you today’s material.”</p>	√ 767 768 769 770 771
34	Simulation		772
35	Story Telling		773
36	Testing	<p>T said “Before learning more about today’s material, I want to know more about your reading ability. Here, you do not need to cheat each other to have high score since it would be useless. The result of this pre-test is not input in your reading assessment or evaluation. This test is merely to map your ability. So, please do it by yourself.”</p>	√ 774 775 776 777 778 779
37	Translation		780
38	Warm-up: song	<p>T said, “I know you feel tired after having the test. Now, let’s refresh your mind. Stand up, please. You need to look at the lyric on the screen if you do not know it. First listen to me so that you know how to sing this song, and after that we sing together.”</p>	√ 781 782 783 784
39	Wrap-up	<p>“Well, before ending this meeting. Let me pinpoint several things we have learnt today. 1. There are 2 types of questions we learn today: Yes/No questions and Wh questions. Yes/ No questions for checking information or for confirmation. Wh questions involve: what, who, where, when, why, which, and how.” T summarized.</p>	√ 785 786 787 788 789

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizers				790
2	Jigsaw Reading				791
3	QAR				792
4	REAP				793
5	Reciprocal Teaching				794
6	Scaffolding				795
7	SQ3R	After explaining some tips in comprehending the text: implementing wh-questions, using scanning, skimming, and making, Survey : “Open the table of content in your ESP book and find Unit 20. Pay attention to the title and and guess what the text tells you about.” T said. Ss responded., “Yes, Mom. We find it.” Question : T said, “Good. Now, by paying attention to the title, try to guess the topic and list several questions related to the text. I give you 5-7 minutes to do that. Remember that you are not allowed to open the text before I ask. Get it, Guys?” Ss responded, “Yes, Mom.” Read : T said, “Well, now you may open your book and quietly read the text.” Recite : Now, try to crosscheck your understanding about the text with your members of the group.” Review : T said, “Now, answer the questions based on the text that has been read.” Ss responded, “Yes, Mom.”	√		796 797 798 799 800 801 802 803 804 805 806 807
8	Think Aloud				808

2. OBSERVATION CHECKLIST 2 - T3

Subject Course : ESP II (Receptive Skill – Reading)
 Topic : Context Clues (Part 1)
 Department & Class : Pharmacy – 2A
 Meeting/ Room : 3 / 4.10 GB (Campus 2 UMM)
 Date/Time : March 6, 2018 / 8.40 – 10.20

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming	<i>T asked, "Who like climbing a mountain?" Some Ss replied "me, Mom." T said, "Good. Have you ever lost on the way to get there or to return home?" Ss replied, "Yes, we did." T asked, "What did you do to solve it?" Ss replied, "We may look at our compass, look at sun to find the direction, or use SOS to have an assistance." T responded, "It means that there are several ways to solve it. Now, how if you get confused to understand several new words while reading text?" Ss responded, "look them up in a dictionary." T responded, "That is the last way to solve the difficult terms." The best way that we may do is by using the clues given by an author. It is called 'context clues'. And that what we want to learn this meeting."</i>	√			809 810 811 812 813 814 815 816 817 818 819 820
2	Checking	<i>"Number 3 is still false. Come on come forward for you who like the reward. ..." T said.</i>			√	821 822
3	Composition					823
4	Content Explanation	<i>T explained "Context clues are clues provided by an author to help you understand the text more easily. So, if you do not understand about a new word in a text, Don't directly look it up in your dictionary. You may use the clues to comprehend the text. Here, we have five types of context clues that we may use while reading. The clues can be in form of definition, synonym, antonym, inference, and even punctuation...."</i>		√		824 825 826 827 828 829 830
5	Copying	<i>"As usual, prepare your note to write the points." T said.</i>		√		831
6	Cued					832
7	Narrative/Dialogue					833
8	Dialogue/ Narrative Presentation					834
9	Dialogue/ Narrative Recitation					835
10	Dictation					836
11	Discussion	<i>Each group discussed the answers for puzzle.</i>		√		837
12	Drama					838
13	Drill					839
13	Games: Words	<i>T said, "Guys, now we are going to have a game called 'guessing words' Here, you just need to remember the text that we have read and discussed the content. This game is still in group. We have 20 boxes here. What you need to do is that you just need to mention the number of the box to get the clues.. Let's have box 10 as an example. The clue for box 10 is: a place to buy drug. The answer is ...?" Ss replied, "Drugstore" T responded, "That's right."...</i>		√		840 841 842 843 844 845 846 847
14	Identification	<i>"Guys, just to make you understand more about context clues. Please find the clues used by the author in paragraph 1 and 2 from the paragraph in the slide."</i>		√		848 849 850 851
15	Information Exchange					852
16	Information Transfer					853
17	Interview					854
18	Meaningful Drill					855
19	Narration/ Exposition					856
20	Organizational	<i>T asked, "Guys, before we begin the class, can you arrange the chairs into circle please since we want to have a group discussion today?" "Yes, we could, Mom." Ss replied,</i>		√		857 858
21	Preparation					859
22	Problem Solving					860

23	Propos			861
24	Question-Answer, Display			862
25	Question-Answer, Referential			863
26	Reading Aloud			864
27	Recognition			865
28	Report			866
29	Review	<i>"Well, what have been learnt in the previous meeting, Guys?" T asked. Ss replied, "about questions words, Mom."</i>	√	867
30	Rewarding	<i>"Well, this puzzle is so challenging. If any group cannot answer correctly, anyone may come forward to write the correct answer and get the double points from me. Don't forget to write your 3 last student number if you want to answer." T said. "Yes, Mom." Ss replied.</i>	√	868 869 870 871 872
31	Role Play			873
32	Role Demonstration	Play		874
33	Setting		√	875
34	Simulation			876
35	Story Telling			877
36	Testing			878
37	Translation			879
38	Warm-up	<i>T asked, "Come on stand up, Guys. Let's sing together. Here is the lyrics: The Lyric: I'm only one call away I'll be there to save the day Superman got nothing on me I'm only one call away ..."</i>	√	880 881 882 883 884 885
39	Wrap-up			886

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizers: Puzzle	<i>"Well, here a puzzle that challenges you. Read the clues to answer them." T said.</i>	√		887 888 889
2	Jigsaw Reading				890
3	QAR	<i>"Now, read the text to answer Task 1. Here, you are asked to match the terms with their definitions." T said.</i>	√		891 892
4	REAP				893
5	Reciprocal Teaching				894
6	Scaffolding				895
7	SQ3R				896
8	Think Aloud				897

3. OBSERVATION CHECKLIST 3 - T3

Subject Course : ESP II (Receptive Skill – Reading)
Topic : Context Clues (Part 2)
Department & Class : Pharmacy – 2A
Meeting/ Room : 4 / 4.10 GB (Campus 2 UMM)
Date/Time : March 13, 2018 / 8.40 – 10.20

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming					898
2	Checking				√	899
3	Composition					900
4	Content Explanation					901
5	Copying					902
6	Cued					903

	Narrative/Dialogue		
7	Dialogue/ Narrative Presentation		904
8	Dialogue/ Narrative Recitation		905
9	Dictation		906
10	Discussion	<i>"Now, discuss the answers with your members of the groups. Make sure that everyone in each group understand why the answers of the questions must be them."</i>	√ 907 908 909
11	Drama		910
12	Drill		911
13	Games: T/F/NG		√ 912
14	Identification		√ 913
15	Information Exchange		914
16	Information Transfer		915
17	Interview		916
18	Meaningful Drill		917
19	Narration/ Exposition		918
20	Organizational	<i>Pre: T said, "Student M and N, you are too late to come to the class. Guys, what do you want your friends to do now: singing an English song or explaining the previous materials?" Ss answered, "singing a song" T said, "Well your friends have considered and please entertain them by singing an English song."</i>	√ 919 √ 920 921 922 923
		<i>W: T said, "Group 3, please do not joke and focus on your work."</i>	√ 924
		<i>P: Guys, keep silent please. I know you want to go home but listen first before we go home. .</i>	√ 925 926
21	Preparation		927
22	Problem Solving		928
23	Propos		929
24	Question-Answer, Display		930
25	Question-Answer, Referential		931
26	Reading Aloud		932
27	Recognition		933
28	Report		934
29	Review	<i>T said, "Who know about context clues? Raise your hand. Yes, you are." Student B said, "context clues mean clues that given by an author to help us understand the difficult term in a text." "Good job, student B. Well, next question. "Who can mention the types of context clues that we learnt last week?" Student C "I am, Mom. They are in form of definition, synonym, antonym, punctuation, and inference." Student C.</i>	√ 935 936 937 938 939 940 941
30	Rewarding	<i>Pre: T asked, "Student B and C, mention your 3 last number to get the score ... Guys, if you want to have 5 points like what student B and student C get, write some important points from my explanation and read them at home."</i>	√ 942 943 944 945
		<i>P: "Again, always mention or write you student number if you want to get the additional score for your correct answer." T said.</i>	√ 946 947 948 949
31	Role Play		
32	Role Demonstration		
33	Setting		√ 950
34	Simulation		951
35	Story Telling		952
36	Testing		953
37	Translation		954
38	Warm-up: song, play, video, etc.	<i>T said, "Guys, I want you to watch this short video and give me your comments about it. (The video is about a man who has no feet but enable to do many things independently.). What do you think about the man?" Student A responded, "He is so inspiring with his deformity he could do some sports." Student B stated, "He is so cool. We have to do something more than him." ...</i>	√ 955 956 957 958 959 960
39	Wrap-up		961

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizers				962
2	Jigsaw Reading				963
3	QAR				964
4	REAP				965
5	Reciprocal Teaching				966
6	Scaffolding				967
7	SQ3R	<i>Ss had gathered in determined groups. The teacher provided one text to all groups. They were asked to apply SQ3R technique. When all groups understood the content of the text, they were asked to select several terms from the text, find their definition on the dictionary. Besides, they were allowed to use the synonym. The definitions or the synonym which already involved in sentences had to be read as the clues for the other groups to find the answer.</i>	√		962 963 964 965 966 967
8	Think Aloud				968

4. OBSERVATION CHECKLIST 4 - T3

Subject Course : ESP II (Receptive Skill – Reading)
 Topic : Chronological Order
 Department & Class : Pharmacy – 2A
 Meeting/ Room : 5 / 4.10 GB (Campus 2 UMM)
 Date/Time : March 20, 2018 / 8.40 – 10.20

A. Language Teaching Techniques

No	Technique Types	Description	*)Teaching Stages (√)			Line
			Pre	W	P	
1	Brain Storming		√			969
2	Checking			√		970
3	Composition					971
4	Content Explanation			√		972
5	Copying			√		973
6	Cued					974
7	Narrative/Dialogue					975
8	Dialogue/ Narrative Presentation					976
9	Dialogue/ Narrative Recitation					977
10	Dictation					978
11	Discussion					979
12	Drama			√		980
13	Drill					981
14	Games		√			982
15	Identification			√		983
16	Information Exchange					984
17	Information Transfer					985
18	Interview					986
19	Meaningful Drill					987
20	Narration/ Exposition					988
21	Organizational					989
22	Preparation					990
23	Problem Solving					991
24	Propos					992
25	Question-Answer, Display					993
26	Question-Answer, Referential					994
27	Reading Aloud					995
28	Recognition					996
29	Report					997
30	Review					998

30	Rewarding		√	998
31	Role Play			999
32	Role Play			1000
33	Demonstration		√	1001
34	Setting			1002
35	Simulation		√	1003
36	Story Telling			1004
37	Testing			1005
38	Translation		√	1006
39	Warm-up			1007
39	Wrap-up			1007

Note: *) Pre stands for pre-teaching, W stands for Whilst-Teaching, P stands for post-teaching

B. Technique Types for Teaching Reading

No.	Technique Types	Description	Used		Line
			Yes	No	
1	Graphic Organizers				1008
2	Jigsaw Reading	The teacher decided the groups into 7 consisting of 4-5 Ss in a group. Each group had to decide two Ss (as expert) that were in charge to comprehend a paragraph while the rest would tell the content of their paragraphs when the other groups visited them. There were two texts: text A with 3 paragraphs and text B with 4 paragraphs. Each paragraph was printed and stuck on the different wall (post). The experts were asked to read twice in 10 minutes. After that, they shared the information to their members. The experts gathered to share the information from each paragraph and returned when they had done. The experts shared what they obtained with their members and ordered the paragraphs.	√		1009 1010 1011 1012 1013 1014 1015 1016 1017 1018
3	QAR				1019
4	REAP				1020
5	Reciprocal Teaching				1021
6	Scaffolding				1022
7	SQ3R	The teacher distributed a piece of paper containing T/F questions based on the text given. The Ss were asked to answer the questions and submitted the answer to be checked.	√		1023 1024 1025
8	Think Aloud				1026

Appendix 3 - The Results of Interview

A. Interview with T1 (March 27, 2018)

Interviewer	:	Could you please describe the characteristics of your students?	1027
T1	:	Most of the students have good motivation in reading class and they can understand the lesson well.	1028 1029
Interviewer	:	What problems do your students face in learning reading?	1030
T1	:	When the students who answer the question incorrectly asked why they are failed, they say that they do not understand the new words in the text. The solution for that is by increasing the new words. It can be solved in the Speaking class. Another problem faced by some students are lazy to read mainly when they are asked to read English text. As a teacher I motivate them not to be lazy to read.	1031 1032 1033 1034 1035
Interviewer	:	What techniques or activities do you commonly use in pre-teaching of reading classroom?	1036 1037
T1	:	The first is <i>brainstorming</i> by asking questions. The other thing to do is by showing <i>video</i> . Then, the next one is background knowledge. In brainstorming, I may ask them things relate to what they have experienced or done. So, we activate the background knowledge that they have.	1038 1039 1040 1041
Interviewer	:	What techniques or activities do you commonly use in whilst-teaching of reading classroom?	1042 1043
T1	:	As a whole, the techniques in whilst reading are the same. After activating the background knowledge, First, I <i>explain</i> the concept. The next activity is by <i>giving them text and asking them some questions based on the text (QAR)</i> . In order to make the lesson challenging, the activity is done in group and set in competition. That is what liked by students in first semester. I also use <i>mind mapping</i> and <i>jigsaw reading</i> in the class. In the group, the students are asked to find the main idea and give the reason for their answer. The students who answer correctly would get the <i>reward</i> in form of additional score. So, in the whilst-teaching, the activities are mostly the same. The difference is only in jigsaw reading. Some of them are active as listeners, others are speakers. Here, the listeners are responsible to digest the information from the speaker that later have to be informed to their members.	1044 1045 1046 1047 1048 1049 1050 1051 1052 1053 1054
Interviewer	:	What techniques or activities do you commonly use in post-teaching?	1055
T1	:	At post-teaching, I mostly tell the students about the conclusion or to <i>review</i> what have been learnt. I tell the next material and its relation with the previous material. In reading, the materials are begun with the simple one to the complex one.	1056 1057 1058
Interviewer	:	What is the most effective technique used in teaching reading?	1059
T1	:	The most effective teaching techniques used in my class are <i>jigsaw reading</i> and <i>mind mapping</i> . Jig saw reading is effective since all students are active with their own rules. It is usually done in the whilst-reading, while mind mapping in the pre-reading. In the jigsaw reading, the students are divided into two jigsaw groups; left and right groups. It's done to make the teaching and learning process more effective. In mind mapping, the students are asked to guess what topic would discuss about.	1060 1061 1062 1063 1064 1065
Interviewer	:	Could you please mention some teaching media or teaching sources that you may use during teaching media?	1066 1067
T1	:	Yes, I use power point, cards, ESP books.	1068

B. Interview with T2 (March 27, 2018)

Interviewer	:	Could you please describe the characteristics of your students?	1069
T2	:	The class or reading that I teach has low ability in their reading.	1070
Interviewer	:	What problems do your students face in learning reading?	1071
T2	:	There are two main problems face by the students in the class. The first is lack of vocabulary. Even, the common words they do not know. That is why I use Bahasa Indonesia more than English in the class. The second problem is lack of motivation. Therefore, I have to use the techniques in order that they do not feel bored in the class.	1072 1073 1074 1075 1076
Interviewer	:	What techniques or activities do you commonly use in pre-teaching of reading classroom?	1077 1078
T2	:	I usually using picture taken from Reading Power book or I usually stimulate them with the pre-reading questions available in ESP book.	1079 1080
Interviewer	:	What techniques or activities do you commonly use in whilst-teaching of reading classroom?	1081 1082
T2	:	I mostly use group discussion in this part. It is helpful to make the students	1083

	understand more about the text. Even, the students admit that by grouping activity they feel confident and motivated to understand the text and to answer the questions.	1084 1085
Interviewer	: What techniques or activities do you commonly use in post-teaching?	1086
T2	: Well, in this stage I usually ask the students to review the materials being learnt in the meeting, to conclude the material, or to continue the task in the book at home. Another activity is that by asking them about new vocabulary they learn in the meeting.	1087 1088 1089 1090
Interviewer	: What is the most effective technique used in teaching reading?	1091
T2	: For this class, cooperative learning activities is the most effective one. As I said before that the students would feel confident and motivated to learn if they learn in group.	1092 1093 1094
Interviewer	: Could you please mention some teaching media or teaching sources that you may use during teaching media?	1095 1096
T2	: I usually use English book as the students handbook and reading power which is simple to be understood by the students, delivering the material that I have prepared in power point which is displayed using LCD projector, and using the white board as the provided facilities in the class.	1097 1098 1099 1100

C. Interview with T3 (March 27, 2018)

Interviewer	: Could you please describe the characteristics of your students?	
T3	: As pharmacy students, they have good motivation to learn English. They are very active in the class. Most of them diligently attend the class.	1001 1002
Interviewer	: What problems do your students face in learning reading?	1003
T3	: Every student have different level of understanding in reading. The common problem they face in reading class is the lack of vocabulary.	1004 1005
Interviewer	: What techniques or activities do you commonly use in pre-teaching of reading classroom?	1006 1007
T3	: I often begin the class by singing a song together and having some plays.	1008
Interviewer	: What techniques or activities do you commonly use in whilst-teaching of reading classroom?	1009 1010
T3	: The activities in the class are in groups and individual. In the group activities, I usually decide the members by asking them to count. Here, the understanding of text would be done in group. I ask them to discuss about the text given. Playing games and giving them reward for the winners are involved here. While in the individual activity is that by asking the students to come forward to answer the questions to get the reward.	1011 1012 1013 1014 1015 1016
Interviewer	: What techniques or activities do you commonly use in post-teaching?	1017
T3	: At the end of class, I usually ask students to review about what have been learnt or telling what to be learnt in the next meeting.	1018 1019
Interviewer	: What is the most effective technique used in teaching reading?	1020
T3	: The most effective one is True/ False/ Not Given Game. Here, the students are very active and learn in group. They discuss the content of the text.	1021 1022
Interviewer	: Could you please mention some teaching media or teaching sources that you may use during teaching media?	1023 1024
T3	: The media I commonly use are the LCD projector, the white board, and printed text.	1025

Appendix 4 – Course Outline from the Three Nominated ESP Teachers

COURSE OUTLINE

Subject : ESP Reading II
Credit : 2
Department : Informatics Engineering
Semester : 2
Lecturer : T1

Course Description

This course is designed to develop students' competence in literal reading of authentic texts emphasizing the use of appropriate reading strategies to identify the meaning and use of unfamiliar lexical items, the topic and the main idea from supporting details of the texts; understand explicit information; skim and scan specific information; understand the communicative value of sentences; and recognize types of writing.

Standard of Competence

By the end of the course, the students are able to comprehend various authentic texts with different topics related to the field of study

Objectives

By the end of the course, the students are able to:

- ✓ demonstrate good comprehension of various authentic texts with different topics related to the field of the study
- ✓ demonstrate the skills in identifying the main ideas and details of written information

Classroom Activities

- ✓ Discussion
- ✓ Presentation
- ✓ Group/individual work

Evaluation

- ✓ Attendance (25%)
- ✓ Assignments & Class Participation (25%)
- ✓ Mid-term Test (25%)
- ✓ Final Test (25%)

Meeting Schedule:

Meeting	Materials
1	Introduction to the Course
2	Pronoun Reference
3	Guessing Similar Words
4	Identifying Main Idea
5	Quiz of Reading
6	Explicit and Implicit Questions
7	Mid- Term Test Preparation
8	Mid-term Test
9	Review of Mid-term Test
10	Inference
11	Reading a News
12	Implementation of Strategies to Answer Reading Questions
13	Online Shopping System
14	Reading Reform Magazine
15	Preparation for Final Test
16	Final Test

References

ESP Books. Malang: Language Center – UMM Press
Reform Magazine
Other related sources

COURSE OUTLINE

Subject : Reading 2
Credit : 2
Department : Arabic 4
Semester : 4
Lecturer :T2

COURSE DESCRIPTION

Reading 2 is one of English skill courses in ESP program. This course is intended to help students to comprehend their reading ability in progress, to broaden their mastery in technical terms related to the text, and to enrich their vocabulary related to their discipline. In addition, this Reading 2 aims at making the students more actively involved in reading processes.

STANDARD OF COMPETENCY

By the end of the semester, the students are able to comprehend various authentic texts with different topics related to the field of study.

CONTENTS

Reading materials are taken from ESP book and others.

CLASSROOM ACTIVITIES

Classroom activities are designed based on the objectives and material in each meeting. The activities are arranged in order that the students experience the learning process during class.

EVALUATION

1. Class attendance : 25%
2. Daily Activity : 25%
3. Mid-term test : 25%
4. Final test : 25%

MEETING SCHEDULE

Meeting	Topics
1	Intro to ESP Reading 2
2	The Future of Language and Diversity in Indonesia
3	Pattern of Organization (Chronological Order)
4	Listing, Cause-Effect, Compare & Contrast
5	Quiz 1
6	Easy Ways to Improve and Expand Your Vocabulary
7	The Difference Between English and Arabic
8	Middle Test
9	Language Mixing in Children Growing up Bilingually
10	Mastering a Foreign Language
11	Adjusting to a New Culture
12	Quiz 2
13	Dialogue
14	Remedial Test
15	Reviewing All Materials
16	Final Test

REFERENCES

- Masduki et-al. 2014. *English for Language Learners*. UMM Press: Malang.
- Mikulecky, Beatrice S. 1986. *Reading Power*. Addison-Wesley Publishing company: USA
- and many more

COURSE OUTLINE

Program	: Pharmacy
Subject	: ESP Reading 2
Status	: Compulsory
Credit / Hours	: 2 / 2
Lecturer	: T3

Course Description

This course is intended to help students to comprehend reading texts related to Pharmacy thoroughly. Thus, students are able to understand the content of reading texts related to: Pharmacy issues, and to enrich their vocabulary and Pharmacy terms and expressions as well.

Standard of Competence

By the end of the semester, the students are expected to be able to comprehend various English texts specialized in their field of study. The students' competence is revealed through their achievement during the daily exercises and tests.

Contents

Reading materials taken from English for Pharmacy and other related materials.

Classroom Activities

Classroom activities are designed based on the objectives and materials in each meeting. The activities are orderly arranged, so that students experience the real learning process during class. Examples of some activities are formulated as follows:

- Intensive and Extensive Reading
- Doing tasks and exercises
- Discussion
- Game

Evaluation

- Class attendance : 25%
- Tasks & Assignments : 25%
- Mid-term test : 25%
- Final test : 25%

MEETING SCHEDULE

Meeting	Topic / Sub-topic
1	Introduction and course overview
2	Pre-Test: Expository Text
3	Context Clues (Part 1)
4	Context Clues (Part 2)
5	Chronological Order
6	Types of Paragraph
7	Review Materials: Mid-Term Preparation
8	Midterm Test
9	Review of Midterm Test
10	Review of Journal Pharmacy
11	Reading Strategy (Project)
12	Cause and Effect Paragraph
13	Quiz
14	Argumentative Paragraph (Part 1)
15	Argumentative Paragraph (Part 2)
16	Final Test